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ABSTRACT

Although mentoring dates back to Greek mythology, the concept continues to thrive in today's society. Mentoring is a strategy that successful people have known about for centuries. The REFORMA/UCLA Mentor Program has made use of this strategy since its inception in November 1985 at the Graduate School of Library and Information Science at the University of California, Los Angeles. The program was established to help recruit bilingual-bicultural students into the library profession. One-to-one matching of prospective/current library school students with professional bilingual-bicultural librarians is the basis for the program. Besides acting as a support system, the program offers educational experiences and provides a forum for professional networking. It was initiated three years ago as a result of a proposal submitted by REFORMA, the National Association to Promote Library Services to the Spanish Speaking. Approximately 18 mentor/mentee relationships have been formally established since the beginning of the program, and mentees who have graduated from the program have in turn become mentors themselves. Designed to serve as a training guide for participants in the program and as a model for the development of similar programs, this manual: (1) provides background on the school and the program; (2) outlines the roles and responsibilities of both mentors and mentees; (3) offers guidelines for coordinating a mentor program; and (4) presents the program's activities since its inception. Three appendices contain application forms and questionnaires for both mentors and mentees; public relations releases about the program; and bibliographic information for 11 articles about the program. A list of 20 cited references and an 84-item bibliography are included. (Author/BBM)

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REFORMA/UCLA MENTOR PROGRAM: A MENTORING MANUAL

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Submitted in Partial Fulfillment of the Requirements for the
MLS Degree
Graduate School of Library and Information Science
University of California, Los Angeles

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ABSTRACT

Mentoring dates back to Greek mythology however, the concept continues to thrive in today's society. Mentoring is a strategy that successful people have known about for centuries. The REFORMA/UCLA Mentor Program has made use of this strategy since its inception in November, 1985. The program was established to help recruit bilingual-bicultural students into the library profession. One-to one matching of prospective/current library school students with professional bilingual-bicultural librarians is the basis for the program. Besides acting as a support system, the program offers educational experiences and provides a forum for professional networking. This manual will help to introduce the reader to the concept of mentoring, as well as provide details about the history and develoment of the REFORMA/UCLA Mentor Program.

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INTRODUCTION

In an attempt to better serve America's Hispanic population, the REFORMA/UCLA Mentor Program was designed to help recruit more Latinos into the library profession. Prospective bilingual-bicultural students are paired with successful bilingual-bicultural librarians to help encourage them to enter the field of librarianship. Mentors provide individual guidance and assistance on the UCLA application process, as well as information on the profession in general. They can open doors, offer advice, and serve as "cheerleaders" and supporters for the student while s/he is preparing to attend and/or is attending the UCLA Graduate School of Library and Information Science. The program was initiated three years ago, as a result of a proposal submitted by REFORMA, the National Association to Promote Library Services to the Spanish Speaking. Approximately eighteen Mentor/Mentee relationships have been formally established since its inception in November, 1985. Mentees have graduated from the program and in turn have become Mentors themselves, thus promoting the "escalera" process that was originally suggested when the program was first proposed.

Based on the success of the program, the California State Library awarded the REFORMA/UCLA Mentor Program a grant. One of the objectives of the Mentor Program, with regard to the grant, was to design this Mentor Manual. The Manual serves a two-fold purpose: 1) as a training guide for the participants in the program; 2) as a model for the development of similar programs. It formalizes the present activities of the program, so that others, such as library schools and ethnic minority library associations, can duplicate the program.

The Program has received much publicity throughout the media. As a result, library schools across the country have been inquiring, as have prospective employers of UCLA graduates, about this program. This manual was produced in direct response to those inquiries.

The manual will: 1) provide background on the School and Program; 2)outline the roles and responsibilities of both Mentors and Mentees; 3) offer guidelines for coordinating a Mentor Program; and 4) present the Program's activities since its inception.

The focus of this manual is mentoring. Recruitment is discussed, although not extensively. A paper written in 1986 by Linda Ann Crecy, a graduate at UCLA, entitled Latino Library Recruitment: An Exploratory Assessment, provides an extensive discussion of the topic.

Mentoring can be found in many different environments, among which are business, nursing, sports, and of course, education. It is a concept that has existed for thousands of years, and its effectiveness cannot be overemphasized.

The terms Hispanic and Latino will be used interchangeably throughout this manual.

LITERATURE REVIEW

The topic of mentoring is discussed within the literature of several fields, including education, business, psychology, and health sciences. It emerged within the last fifteen years and has reached "mania" proportions, as one writer states [Fury, 1979], however the concept is not a new one. Mentoring has become a "buzz" word that everyone uses. It is said to be the key to academic and career advancement as well as a necessary step in psycho-social development. Particular emphasis is made on how women and minorities can benefit from it.

Mentoring relationships develop at different levels and in different environments. However, they all "begin with a mentor giving and a protege receiving, whether it is knowledge, advice, skills or support" [Egan, 1986]. Mentoring relationships develop between students and teachers, supervisors and subordinates, and between seniors and novices, in settings ranging from formal educational institutions to advanced professional training sites. Also, mentoring relationships range from informal personal experiences to highly structured formal programs in corporate settings [Roberts, 1986].

Although it has been established that mentoring fosters learning, adult development, and career advancement, there is no clear consensus as to what exactly the benefits are. This review will bring together the findings, trends and generalizations that are found throughout the literature, however it is not intended to be exhaustive. If mentoring is as "wonderful" as the literature implies, it is imperative that people understand the benefits of being and having a mentor so that they may take advantage of them.

In preparation for this review the following methodology was employed. First, the following databases were searched, from the late 1960's through 1988, using the general terms "mentor" and "mentee": ABI/INFORM, LISA, PSYCHINFO, PSYCHALERT, MANAGEMENT CONTENTS, and SOCIAL SCISEARCH. The results yielded over a thousand citations. However, the search was then limited by adding the following terms: Hispanic, Latino, Chicano, Mexican-American, bilingual, and bicultural. This was done to find any articles that were directly related to programs similar to the REFORMA/UCLA Mentor Program. The results yielded only two citations. Next, the search was limited to the LISA database using the search terms: mentor, mentee and library education. Nine citations were retrieved. This had been done in an attempt to find citations that were about mentoring in library education, such as the REFORMA/UCLA Mentor Program, even though this was not limited to Hispanics. Finally, an ERIC search was conducted using similar terms. The set was then narrowed down further by reading the abstracts and eliminating those that didn't directly deal with mentoring as an educational experience. ORION, UCLA's online catalog, was also searched to include general books about the subject. Not surprisingly, those that were found were in business and education. Once the research was initiated, citations within the literature were followed up in order not to miss some of the most frequently cited references, regardless of their subject emphasis. As it turned out, the material that was used fell into the three areas mentioned above: adult development, education and career advancement. This review will be presented in terms of those categories.

The literature does not provide one consistent definition for the concept of mentoring. While the definitions vary, they all include some combination of the following keywords--coach, guide, teacher, sponsor, advisor, exemplar, and in some cases model. Webster defines mentor as "a wise advisor" and "a teacher or coach." The word mentor has its origin thousands of years ago in Greek mythology, in the tale of Odysseus [Phillips-Jones, 1982; Merriam, 1983; Roche, 1979]. Legend has it that while on his ten-year journey, Odysseus entrusted his son, Telemachus, to his good friend Mentor. Mentor became a surrogate father for the boy by counseling, supporting, guiding, teaching, and loving him until his father returned. Although it dates back to Greek mythology, the concept of mentoring has continued to thrive. There have been mentors in the arts, business, philosophy, science, education, and even in sports [Roche, 1979]. Merlyn counseled and guided King Arthur; Leonardo da Vinci mentored Michelangelo; Jung coached Sigmund Freud; Willie Mays sponsored O.J. Simpson; and countless other relationships have existed in which an older, more experienced, influential person takes a novice under his/her wing and helps him/her reach major life goals. The novice is referred to in various ways throughout the literature: protege [Levinson et al, 1978; Phillips-Jones, 1982; Zey, 1984; Gray, 1986], mentoree [Collins, 1983], and mentee [Busch, 1985; REFORMA, 1985].

MENTORING AND ADULT DEVELOPMENT

Several researchers of psycho-social development have used the complexities of the mentoring process to describe different stages of adult development. Erik

Erickson described a series of "ego stages" through which all adults must pass. The third stage which he says adults must resolve is called "Generativity versus Stagnation." According to Erickson, this stage is reached around age forty. It is the successful resolution of this stage that enables the person to assume full responsibility in the adult world. "Serving as a mentor [which happens around this time] can help successfully resolve the stage in favor of Generativity" [Phillips-Jones, 1982]. It is at this stage when men and women feel the urge to help the younger generation develop to their level.

Daniel Levinson, a Yale psychologist, points out in this book The Seasons of Man's Life [1978], that forming a mentor relationship can be seen as one of the most complex and developmentally important tasks of early adulthood. Levinson further describe mentoring as having characteristics of the parent-child relationship and peer support without being either. It is an intense form of love (commitment) that lasts between two and three years, but not more than ten. The optimum age difference between mentor and mentee is "a half generation, roughly 8 to 15 years" [Lynch, 1980]. From this study based on forty interviews with men, Levinson concluded that not having a mentor could be detrimental to a person's psychological and career development. "Poor mentoring in early adulthood is the equivalent of poor parenting in childhood" [pg. 338].

Valiant [1977] supported Levinson's findings with a longitudinal study of 95 Harvard graduates. The study identified alternative coping strategies and defenses that promote or inhibit movement through successive life stages. It was found that the men who were judged to be the "best outcomes" had been capable of sustaining

loving relationships in both their career and personal life [pg. 337]. The mentors they had early in life were no longer needed by age 40. By that time they were ready to become mentors themselves. Gail Sheehy, author of Passages [1976], found that "almost without exception the women who gain recognition in their careers were at some point nurtured by a mentor" [Phillips-Jones, 1982]. "While each researcher makes a unique contribution to a complex view of adulthood, all converge on major life stages and their predictable developmental tasks and dilemmas" [Kram, 1985].

However, mentoring is not seen through the same eyes in every instance. Weber [1980] claimed that it can be detrimental to growth if the mentor tries to live through the mentee in an attempt to gain some sort of fulfillment not reached on his own. Clawson [1985] claimed that mentoring was not essential. He argued that "from a developmental perspective, a more useful concept is that of immediate superior as coach. [Because] coaches often take an active interest in a person's personal life, though not to the degree of the classical mentor" [pg. 38]. He also claimed that a coach's primary responsibility involved the development of task-related skills.

Mentoring is generally promoted positively throughout the literature. The most important point to keep in mind is that "mentors can positively help and influence young people if they can say to them, 'I will help you to get what you want and not what I am' [Lynch, 1980]."

MENTORING IN EDUCATION

The role of the mentor in the academic and professional advancement of scholars who pursue graduate work is receiving increased attention. Learning experiences are central to the mentor/mentee relationship in this environment. "Wise by virtue of being older and more experienced, the mentor guides and cultivates the intellect of the young learner" [Merriam, 1983]. In addition, the mentor involves the mentee in an informal communication network of professional contacts [Quezada et al, 1984]. Randall [1982] stated that perhaps the primary objective of mentoring at this level is to help the student develop independence as a thinker and a scholar. According to him, the mentor should want to make the mentee as good or better than himself.

Based on the assumption that mentoring facilitates the educational experience, several mentoring programs have been established at institutions of higher education. In these programs, incoming students are matched up with professors or advanced students who are called mentors.

In 1979, the Office of Career Planning at Wheaton College established an innovative mentor program. The program was designed to match 50 students with professional women in the area. The results were excellent. Most mentees were pleased with the experience, which greatly increased their contacts for internships, fieldwork, and summer jobs [Lynch].

A study done at the University of New Mexico on mentoring in Graduate Schools of Education in the United States found that the mentor also benefits from the experience [Busch, 1985]. Among the benefits were: emotional satisfaction,

growth of mentor's reputation, rejuvenation and creativity, technical assistance, and psychological well-being. Phillips-Jones [1982], Collins [1983], Zey [1984], and Levine [1985] stated similar findings. However, negative aspects of mentoring were also recognized. These were the excessive amount of time needed for a successful relationship and the possibility of students becoming overly dependent on mentors [Lynch, 1980; Phillips-Jones, 1982; Busch, 1985; Cargill, 1988]. The positive aspects, however, far out-weighed the negative.

Mentoring has also been associated with the Academic Library Management Intern Program, established by the Council on Library Resources in 1973 [Irvine, 1985]. The program has allowed over thirty librarians the opportunity to work closely with an ARL director for an academic year. Over 63 percent of the participants have been women who have gone on to become library administrators themselves.

Phillips [1979] described graduate study as an intimate relationship between a supervising professor and a student. However, not all mentoring relationships/programs function on a one-to-one level. Berger and Perino [1986] described the Mentor Teacher Program established in many California school districts, among them Burbank Unified. In this program the mentors "serve as generalists, sharing their talents district-wide, not just at their own school sites or within their own discipline...Each mentor plans and conducts two workshops each year" [pg. 38]. Among their other responsibilities are class observations and peer coaching.

Mentoring programs also exist at lower educational levels. "Mentoring for high

school students was determined as a strong need of the National Commission on the Reform of Secondary Education of the National Association of Secondary Principals and by the U.S. Office of Education in the early 70's" [Davis, 1986]. The Executive Internship Program was established. The program enables high school juniors and seniors, who show high abilities and leadership skills, to learn from organizational executives. Their major goal is to help develop professionals for the future.

It seems that most of the literature on mentoring capitalizes on assisting "high achievers." "Those not labelled as 'fast-trackers' are less likely to find the guidance, coaching, challenging assignments and other opportunities that encourage individuals to develop their human resources fully" [Kram, 1985]. Women and minorities are considered to be "poor risks," thus losing out on the mentoring experience [Quezada et al, 1984].

Programs to help the "under-achievers" do exist. The Student Mentor Program in the City University of New York was initiated by the Chancellors of the City University and the public school system. In this program, college students serve as mentors to high school students in a collaborative program to help reduce the school drop-out rate. Mentees are students who are having difficulty academically and who have poor attendance records [Richardson, 1986].

Faddis [1986] described a similar program designed to help Hispanic females overcome barriers, both organizational and cultural, in order to increase their entrance into technological, professional and non-professional careers.

The educational level at which mentoring is most beneficial is not clearly

determined in the literature. As noted, it can be found at different levels. Its benefits seem to affect both mentors and mentees, thus increasing the incentive for its continued existence. "Mentoring chains are the fundamental building blocks in the development of knowledge and expertise" [Zey, 1988], at all levels of education.

MENTORING AND CAREER DEVELOPMENT

Business has produced the largest amount of material on mentoring. Mentoring is presented from a career development perspective. One area which receives particular attention is mentoring for women. Materials range from conversational pieces that describe the benefits of having and being a mentor, to in-depth studies of mentoring and its relationship to career development.

Two of the most often cited articles found in the literature appeared in the Harvard Business Review in the late 1970's. Collins and Scott [1978] claimed that "everyone who makes it has a mentor." In their article, based on interviews with three successive chief executives of the Jewel Companies, they found that mentoring played a big role in success. Their ability to spot talent and help cultivate it in young professionals allowed each of the CEO's to help promote their successor.

In his study of 4000 executives listed in the "Who's News" column of the Wall Street Journal, Roche [1979] sought to determine the extent of the mentoring phenomena, its importance on career development and whether it related to the sex of the employee. Of the 1250 responses, of which less than one percent were women, two thirds reported having had a "relationship with a person who took

personal interest" in their career. One third of the respondents had two or more such relationships. Additional findings were: 1) mentor/ protege relationships were fairly extensive among the elite of the business world, but not every executive had a mentor; 2) mentoring had become more prevalent during the last twenty years; 3) executives who had a mentor earned more money at an earlier age, were better educated, were more likely to follow a career plan and become mentors themselves and; 4) that long-term friendships had developed between mentors and proteges lasting ten or more years, in four out of ten cases. One interesting observation made by Roche, not mentioned anywhere else, was that mentors created a "rippling effect." While respondents averaged two mentors, they sponsored 3.3 proteges, thus implying that many more executives will benefit from the experience of older managers in the future.

A great variation can be found in the reported occurrence of mentoring based upon the definition used. "Mentors in the classical sense are relatively rare. When thought of as a 'sponsor' or 'helper,' mentoring is common" [Merriam, 1983]. Shapiro [1978] offered a continuum of relationships, ranging from peer pal to mentor, which facilitate access to positions of authority and leadership. Similarly, Phillips-Jones [1982] presented a variety of roles a mentor can play. These include: traditional mentor, supportive boss, organizational sponsor, professional career mentor, patron, and invisible godparent. On the other hand, Levinson et al [1978] defined mentoring as an intense emotional relationship, which obviously does not form a parallel with all the levels in the preceding definitions.

Mentoring in the career development of women has been the focus of several

studies. Bolton [1980] presented the differences and similarities between the process of role models, socialization, and mentoring. She offered some reasons for the present lack of mentor relationships for women as opposed to men. Cook [1979] stated that "a person cannot make it alone inside a corporation, no matter how good the technical skills, abilities, performance or stamina" [pg. 82]. She called for recognition, from management, for the importance of mentors for women. She advocated the establishment of formal mentoring programs to facilitate the promotion of women.

Through her survey of 400 professional women, Collins [1983] found that most women had male mentors. This was due to the lack of women in high managerial positions who could be mentors for younger women [Merriam, 1983]. Collins also reaffirmed beliefs on the positive aspects of mentoring. She motivates women to seek mentors or to work more actively with the ones they already have.

A different aspect of mentoring that is dealt with is the sex difference between mentors and mentees. While cross-sex mentoring is very beneficial, senior professionals often refrain from this type of relationship [Quezada et al, 1984]. Poor attitudes about women hinder the development of true mentoring relationships. Collins [1983] said that out of all mentoring relationships, "as high as one-fifth may involve some sort of sexual contact." She stated that "at some deep level, body chemistry, with all the complexities of sex, enter in and must be defined." The boundaries should be made clear so that both parties feel comfortable.

Given a qualified man and an equally qualified woman as candidates for

mentees, most potential mentors will opt for the man, because of the known biases against women [Phillips-Jones, 1982]. These include: fear that she'll get married and leave the company, fear that she will distract the men in the work place or the mentor himself, and concern that she may not be as competent as her male counterpart.

Zey [1984] addressed the issue from a different perspective. He points out that men may feel threatened by females in the higher ranks of an organization, thus they may not want to help promote them.

The mentoring relationship is presented in terms of successive phases by a couple of writers. Phillips-Jones [1982] defined five phases: mutual admiration, development, disillusionment, parting, and transformation. Kram [1985] refers to four similar phases. Although she names them differently: initiation, cultivation, separation, and redefinition, they are similar to Phillips-Jones'. However she includes a time frame for their evolution.

Both authors do, however, include a parting phase. This phase is an inevitable period of the mentor relationship. Its resolution is said to be negative, although resentments disappear over time.

CONCLUSION

The wide variation of the findings in the literature on mentoring is due to several factors. First of all, the lack of consensus on the definition of mentoring causes the reported incidence to fluctuate greatly. Secondly, the methods of collecting data range from in-depth studies, which involve detailed

individual interviews, to superficial mail surveys. This, of course, will tend to produce skewed data. Furthermore, mentoring is assumed to be the key to success, even though there are successful people who were never mentored. These people are virtually ignored in the literature. Finally, mentoring is a highly elitist practice that usually takes the "cream of the crop" to begin with, thus in a sense guaranteeing success from the outset.

Despite the variation, a number of generalizations can be made based upon the existing articles and books on the subject:

1) A person seldom becomes a mentor before age 40.

2) Mentors are usually 8-15 years older than their mentees

3) Relationships usually last between 2-4 years, but not more than ten.

4) The number of mentors is growing.

5) Both, the mentor and the mentee, benefit from the relationship.

6) Executives who were once mentees are more likely to become mentors.

7) Women and minorities have a more difficult time finding a mentor than men.

8) Male-female mentoring relationships may find the relationship hampered by the sexual dynamics.

9) Mentoring is time consuming and requires a great deal of effort.

10) Mentoring is necessary for success.

STATEMENT OF THE PROBLEM: LACK OF HISPANIC LIBRARIANS

In 1989 there is a shortage of librarians nationwide. This is a new event in library human resources management. However, the acute shortage of Hispanic librarians is not. Since 1969, documentation has shown low levels of minority staff. Twenty years later, documentation on Hispanics, as well as other minorities, still indicates an acute shortage.[1] The shortage is compounded by the growing Hispanic population which nationwide totals 19.4 million. A service gap between Hispanic librarians and the Hispanic population is developing at a rapid pace. Libraries in and of themselves do not suffer, but the Hispanic population does through missed opportunities in self education and recreation.

Statistics show that the Hispanic population is rapidly growing. This cannot be ignored. In 1980, Hispanics numbered 4.5 million in California, according to the U.S. Census. This constituted 19.1 percent of the total California population which at the time was 23.6 million. Projections by the U.S. Bureau of the Census indicate that Latinos will number nationwide at 31 million in 2010, 47 million in 2040 and 60 million in 2080. The increase expected between 1982 and 2000 is 9 million or 60 percent.[2] This population increase, coupled with the small number of Hispanics enrolled and graduating from accredited library schools aggravates the shortage problem.

Perhaps a clarification of terminology is needed at this point. Hispanics are a diverse ethnic conglomerate with strong cultural values and Spanish language affinity. They may be recent immigrants or fourth generation citizens. Their nationality may be Mexican, Central American, Latin American, Puerto Rican or

Cuban. The terms Hispanic and Latino will be used interchangeably throughout this document. Generally, although not exclusively, Hispanic librarians can best meet the informational and library recreational needs of this conglomerate group because of cultural and language similarities.

"Too few minorities enter librarianship. Besides being a barrier to effective affirmative action, it is also a barrier to effective intercultural service in Los Angeles libraries."[3] Latino librarians in 1986 constituted 1.8 percent or 337 librarians of a total professional librarian work force of 18,882.[4] Five years earlier, in 1981, another ALA study reported that Latino librarians represented 1.8 percent or 388 librarians.[5] The number of Hispanic librarians dropped from 388 in 1981 to 337 in 1986, even though their percentage of the total professional librarian work force remained the same.[6] At the same time, during those five years between 1981 and 1986, the U.S. Hispanic population had increased from approximately 14.5 million to over 19 million. In California, according to a Fall 1986 survey of California's state libraries conducted by Katie Scarborough, Project Director of the California Library School Recruitment Project, Hispanic librarians constituted 3.8 percent or 129 librarians out of a surveyed total of 3245 librarians.[7] These statistics reflect the work force. Similarly, statistics for Hispanics in library school during the mid 1980's indicate a downward trend in enrollment despite the acknowledged need for more Hispanic librarians.

From 1983 to 1984 Hispanic enrollment in library school dropped from 2.0 to 1.6 percent. During 1983-84, 63 library schools reported 51 degrees awarded to Hispanics or 1.7 of the 3,010 graduates for which ethnic data was available. At the

same time, nationwide there were 26 or .8 Hispanics enrolled in library school according to a report on findings of the Library and Information Science Student Attitudes, Demographics and Aspirations (LISSADA) Survey conducted by the Louisiana State University School of Library Science. This study surveyed 3,484 students enrolled in 54 accredited U.S. MLS programs in Spring 1988. In addition, a larger crisis compounds the shortage of Hispanic librarians. It is the large numbers of Hispanic students dropping out of high school. According to the U.S. Department of Commerce, Bureau of the Census, only 51 percent of Hispanics over the age of 25 have completed high school. The figure is much lower for completion of 4 or more years of college, only 10 percent.[8] Thus the pool of available or potential library school students is not extensive. Furthermore, the need for financial aid is imperative. Capable students are missing out on educational opportunities due to financial constraints. Finally, the lack of proper role models in the Hispanic community makes it more difficult for high caliber students to consider librarianship as a profession.

For Hispanic college graduates it is a student's market in the working world. This is the competitive human resources environment with which library science is involved. However, the downward trend of Hispanic enrollment in accredited library science programs is so acute it can easily be termed the library crisis of the 1990's. "Because of increasing competition from other fields and some misconceptions about the field of library and information science, a genuine need has arisen for a concerted recruitment effort to attract the brightest, most energetic people into our profession."[9] Library science professionals, professional library

organizations and libraries serving a Spanish-speaking constituency face the challenge of solving the shortage crisis.

REFORMA, the National Association to Promote Library Services to the Spanish-Speaking, confronted the challenge head-on. Through its joint effort with the UCLA Graduate School of Library and Information Science, the REFORMA/UCLA Mentor Program was created, thus signifying its concerted effort to minimize the service gap that Hispanics face in libraries.

It has been ascertained in the literature that recruitment on a one-to-one basis yields the best results. Group presentations and discussions may be helpful, but when it comes down to taking the initial steps toward fulfilling one's goals having a personal advisor (mentor) makes a big difference.

The REFORMA/UCLA Mentor Program's main objective is to provide each participant (mentee) with individual guidance from a practicing Latino librarian. Mentors provide the mentee with information about the library profession, assist in the application process and answer questions about the Latino community.

The REFORMA/UCLA Mentor Program has thus far established eighteen formal Mentor/Mentee partnerships. With continued support there is no limit as to how much the program can help to minimize the shortage problem. Also, it is bringing an increased awareness of the problem into the library setting, thus promoting better service for the Spanish-speaking.

Escalera Mentor Program

submitted to
University of California,
School of Library and Information Science

by
REFORMA
National Association to Promote Library
Services to the Spanish Speaking
Education Subcommittee

November 1985

The Problem

The United States' 19 million Latinos are a young, growing and highly urbanized population.[1] They have a strong attachment to the Spanish language and culture.

Current research indicates that the primary characteristic of United States Latinos is our rapid population growth. For example, in California, 19.2% of the population is Latino.[2] It is estimated that by the year 2000 the Latino population in California will nearly double to more that 25%.[3]

Yet, despite our size, United Stated Latinos remain a tremendously disadvantaged group. Income and educational attainment lag far behind that of the whole population. Furthermore, Latinos have suffered discrimination which has further alienated them from the mainstream society.

Presently 1.6% of librarians in academic and public libraries are Latino. This figure represents approximately 400 librarians to service the huge and growing Latino population.[4]

Recruitment of Latinos to the profession was enhanced during the past decade by several government funded programs such as the Graduate Institute for Mexican Americans at California State University, Fullerton (1972) and the Graduate Library Institute for Spanish-Speaking Americans at the University of Arizona (1975). During the existence of these programs, 104 librarians were graduated.

As government grants have dried up, there is has been a significant decline in recruitment. Consequently, the number of Latino professionals entering the field has dropped as well.

Solution

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[1] U.S. Bureau of the Census. "Persons of Spanish Origin by State: 1980," 1980 Census of Population, Supplementary Report. Washington, D.C.: U.S. Government Printing Office, 1982.

[2] IBID.

[3] Center for Continuing Study of the California Economy. Projections of Hispanic Population for the United States, 1990 and 2000. Palo Alto, Ca.: Center for Continuing Study of the California Economy, 1982.

[4] Association for Library and Information Science Education. 1984.

A recent ALA Office for Library Personnel Resources study of sixty-nine ALA-accredited library schools' minority recruitment methods determined that the most successful tactics were those that involved personal contacts and referrals with follow-ups and word-of-mouth publicity by alumni, librarians, teachers and university minority liaisons.

Consequently, REFORMA would like to propose the establishment of a mentor program for potential Latino library school students. The mentors would be drawn from REFORMA membership in the greater Los Angeles area where a significant number of Latino librarians work.

The purpose of the Escalera Mentor Program would be twofold:

(1) To train bilingual-bicultural librarians to become mentors and models for potential library school candidates.
(2) To facilitate the matriculation of Latinos to the UCLA School of Library and Information Science including the full preparation of students to the challenges of university academic achievement.

"Escalera" means "ladder" in Spanish. Each mentor involved with the program will serve as a rung on a ladder created to assist these students to their climb toward educational achievement. The ultimate goal is to increase the representation of educationally qualified Latinos who will participate in the library and information science profession and will ultimately assist in solving the problems of our changing society.

Target Group

Therefore, the primary recruitment pool for the Escalera Mentor Program will be Latinos who are presently library personnel, including pages, clerks and paraprofessionals.

It is estimated that at least half of the Latino librarians in the profession today became interested in librarianship due to employment within a library system at some point in their lives.

An exposure to and appreciation to library work is a key element in encouraging potential candidates to attend library school. We believe that this approach will be particularly effective given that other Latino professionals will serve as role models and provide a support system for the candidate.

Based on 1980 census data, the Southern California Association of Governments estimated that there are 239 Latino library clerks alone in Los Angeles County.

Library Clerks

	Latino	All Groups
Total	239	1418
Total Work Force %	16.85%	100%
Male	50	251
% of Total Work Force	3.53%	17.70%
Female	189	1167
% of Total Work Force	13.33%	82.30%

SOURCE: Detailed Occupation Report for the Balance of the County of Los Angeles. 1980 Census Data. Southern California Association of Governments, 1980.

Given that Orange County, Santa Barbara and Ventura Counties would be included along with Los Angeles County there exists a relatively manageable size pool of candidates for REFORMA and GSLIS to handle. Also, the above figures do not include library paraprofessionals. This group would most likely represent the largest number of individuals that would be academically prepared to attend UCLA in the near future.

Implementation

The current leadership of REFORMA is very enthusiastic in participating with Escalera. One of the organization's primary goals has always been the recruitment of more Latino professionals.

The membership in Southern California will be queried by mail as to their interest in participating in the program as mentors. Presently there are approximately 75 potential REFORMA mentors. It will be clear to REFORMA members that the mentor program is a long term commitment as many potential candidates may be years away from applying to library school.

A mentor training workshop sponsored by UCLA and REFORMA will prepare mentors for the types of questions and situations they may encounter, introduce them to the GSLIS faculty and staff, and acquaint them with requirements for entrance. Also, the identification and recruitment of potential program participants will be addressed. At the end of this one day orientation REFORMISTAS will be asked to sign up for the program. Mentors will fill out a questionnaire to assist the matching up of mentors and participants.

In the meantime, GSLIS will contact personnel departments of the various city jurisdictions in Southern California to request the names, addresses and telephone numbers of Latino library personnel. They will be invited to attend a one-day orientation to the program at UCLA. Library systems will be asked to allow staff to attend on work time and, if possible, to provide travel expenses. It is critical that potential participants be contacted by phone after the initial contact to insure their participation. The telephoning can be done by REFORMA volunteers.

The one-day orientation for program participants would include an overview of the program, luncheon, tour of the Library school and campus, and introduction of faculty and staff. Participants will be asked to sign up for the program before the day's end. The sign-up will include a brief questionnaire which will assist the matching up of mentors and participants.

Second Stage

Following the recruitment period, both mentors and participants will attend quarterly follow-up workshops and tours. The content of these sessions will de decided upon by the Escalera Steering Committee. The purpose of these sessions is to expose Latino participants to the wide variety of library settings, to develop leadership and organizational skills and to interact with their mentor and other library professionals.

Possible topics for quarterly workshops are listed below:

Goal Setting

This workshop will assist the student in tying in the concept and purpose of Escalera with their own personal development. The principle of setting goals and objectives will be discussed and amplified with exercises which facilitate their own life goal development.

Public Speaking

This workshop will focus on overcoming shyness, fear, and disorganization in speaking before groups of people. Strategies for building public speaking skills will be presented and practiced.

Utilizing the UCLA Campus Services

This workshop will teach each mentor and participant how to use campus resources effectively. An orientation on all relevant campus support services will be presented.

Academic Skill Development

This will be a summary workshop on teaching effective study skill, writing skills, and reading skills strategies.

Time Management

Time management skills and strategies will be presented.

Basic Research Skills

This workshop will introduce the students to research strategies and resources. The UCLA Chicano Studies Research Center will assist.

Team Building

The concept of working as a team will de developed through team building exercises and the reinforcement of being part of the Escalera team.

Organizational Dynamics

Understanding responsibilities, setting and meeting group objectives, working with others, being a leader by being a follower, utilizing an adequate schedule of group business and social events, and encouraging active participation rather than passive observance will be the areas covered in this workshop.

Mexican-American History

This workshop will serve to develop an understanding of the Chicano culture and the socio-economic situation of the Mexican American.

Afro-American History

This workshop will serve to develop an understanding of the Afro-American culture and the socio-economic situation of the Afro-American.

Asian-American History

These workshops will develop an understanding of Asian-American cultures: (1) Filipino, (2) Vietnamese, (3) Chinese, and (4) Japanese and their socio-economic situations in the United States. Each of the four cultures will have a specific facilitation.

Interpersonal Relationships

Several topics under this heading will be discussed. They include: open communication, thinking and acting positively, and active listening.

Besides the training sessions, mentors would be expected to keep in regular contact with the program participants, assisting them whenever possible. As the mentorships will be highly individualized it is difficult to outline the exact format of the activities that will occur.

Once the participants have completed the training sessions, have applied for and are admitted to the GSLIS they will maintain contact with their mentor and begin mentoring new Latino library school students after their first year. In this way they can assist new students with their academic work, goal development and support network.

Upon graduation from library school, the participants will hopefully become mentors themselves, starting the whole cycle again.

Costs

The initial Escalera Mentor Program costs shall include two one-day training and orientation conferences, one for REFORMA mentors and another for participants.

Project costs for each training conference include:

Food and Refreshments @ 130 people (65 mentors / 65 participants)	$ 3,250.
Supplies, materials, duplicating	400.
Printing of Program	400.
Workshop presenters (honorarium, travel fee)	1,000.
	$ 5,050.

Total for one conference	$ 2,525.
Total for both conferences	$ 5,050.

Other quarterly training session costs may vary with existing resources and the number of participants. An estimated cost of $500. per workshop or $2000. per year, is likely.

In order to facilitate effective delivery of services for the Escalera Program, a part-time coordinator is needed to maintain the relationships between REFORMA, GSLIS, mentors and participants. The Escalera coordinator shall be responsible for training and recruitment, planning conferences and expanding the Escalera Network.

In addition, the coordinator will need secretarial services, office space, telephone and support services. Such costs would be eliminated by utilizing GSLIS existing facilities and staff.

A permanent Escalera Steering Committee should be established. The Board's primary responsibility would be to oversee the program. The Board should consist of members of REFORMA, the Dean of the Library School, faculty from the Library School and other Latino community members.

The Board shall assist UCLA in developing a plan to generate financial resources for maintenance and expansion of the Escalera Mentor Program. Also, the Board will attempt to identify and secure financial aid such as scholarships, fellowships, etc. for needy students.

The Board shall also work with the Library School in developing a curriculum that would prepare students for working in the Latino community, as well as in the recruitment of Latino faculty to instruct the necessary classes.

HISTORY OF THE MENTOR PROGRAM

The shortage of Hispanic librarians has been extensively documented throughout the literature. The scarcity is due to several factors among which are financial constraints, lack of adequate recruitment and role models, and few qualified candidates due to the high drop out rate at lower levels.[10] In 1985 only 1.8 percent of all librarians in academic and public libraries were Latino.[11] This figure represented 337 librarians to serve the huge and growing Hispanic population, which at the time numbered 14.6 million. Since 88 percent of this population lives in large metropolitan communities such as Los Angeles,[12] the problem is magnified in those areas.

In response to the shortage problem in 1985, REFORMA, the National Association to Promote Library Services to the Spanish Speaking, actively sought to alleviate the situation. One of its top priorities was, and continues to be, the recruitment of bilingual-bicultural individuals to enter the library profession. The first step of this effort was taken by the Education Subcommittee of REFORMA. This included the submission of a proposal to the University of California, Los Angeles (UCLA) for the creation of a mentor program. Susan Luevano, then National President of REFORMA (1985) spearheaded the effort.

The proposal was based on a study conducted by the ALA Office for Library Personnel Resources in the Spring of 1983 which determined that the most successful tactics for recruitment were personal contacts and referrals with follow-ups and word-of-mouth publicity by alumni, librarians, teachers, and university minority liaisons.

The proposed name for the program was Escalera Mentor Program. "Escalera" means ladder in Spanish, thus implying that "each Mentor involved with the program would serve as a rung on a ladder created to assist students on their climb toward educational achievement."[19] The name was later changed to REFORMA/UCLA Mentor Program, to reflect the partnership between both institutions.

The primary recruitment pool for the program was composed of Latinos already employed as library personnel. These included pages, clerks, and paraprofessionals. The target area for recruitment included four counties in southern California: Los Angeles, Orange, Ventura, and Santa Barbara. These counties were selected because there are REFORMA chapters in those areas. A manageable pool of 75 potential candidates was identified within those areas.

Among the provisions of the proposal was the establishment of an Executive Board (called Steering Committee in the proposal), whose primary responsibility was to oversee the development of the program. Members of the Executive Board included members of the REFORMA Education Subcommittee, the Assistant Graduate Advisor of the library school, and representatives from the community.

The immediate responsibilities of the Executive Board were to sponsor quarterly workshops, coordinate Mentor/Mentee matching, raise funds, identify sources, recruitment, and planning

Recruitment strategies included individual contacts, direct mailings to libraries, colleges and universities, sending brochures to target area library directors, as well as press releases and flyers.

The first in the series of workshops was held on March 1, 1986. It was a Mentor training workshop designed to prepare potential Mentors for the program. A complete overview of the Graduate School of Library and Information Science was presented by Dean Thomas. Also, the mentoring process was fully explained. REFORMA members were able to sign up for the program by filling out a questionnaire at the end of the day (Appendix A). Similarly, the first Mentee "Open House" was held on November 1, 1986. It was intended to orient Mentees. Both, Mentor and Mentee questionnaires were available throughout the day for participants to register. By mid-November six Mentee questionnaires had been submitted, thus representing the first six mentoring relationships of the program.

The workshops continued to be presented on a quarterly basis. Topics included: the reference needs of the Spanish speaking, career choices, the scholarship application process, administrative issues, and much more.

The success of these workshops was primarily due to the cooperation that took place between the Executive Board and the UCLA library school. Faculty participation and space allocations were among the resources that were drawn upon for the continued success of the program. Eight out of the nine workshops were presented at the UCLA Graduate School of Library and Information Science.

The program received a lot of publicity from the media, the Mentor/Mentee participants, REFORMA members, and the library school. Amongst the media coverage received were articles in the Los Angeles Times, La Opinion, UCLA Today, Hispanic Business, and various other periodicals. In addition, a recruitment brochure was published and widely distributed. In response to all the publicity,

much momentum and interest was generated. Library schools across the country, as well as prospective employers expressed an interest in the Mentor Program.

Interest in the program is what led to the expansion of the recruitment pool to include San Diego county. An organization in that area named LIBROS (Libros e Informacion en Bibliotecas con Recursos y Otros Servicios) had become a new chapter of REFORMA, thus extending the Mentor Program's domain in June, 1987.

Another expansion that took place within the program was the appointment of a current library school student to the Executive Board. It was determined that a Mentee would provide a student's perspective to the decisions that were made by the Board. The first appointment took place during the 1986/87 academic year.

As the program matured it also expanded. In 1988 the program received a grant from the California State Library. UCLA matched the amount, thereby creating the largest budget the program has had to date. In light of this budget, a research assistant was hired to assist the Executive Board in coordinating its activities. The research assistant works closely with the GSLIS Assistant Graduate Advisor, who is the liaison between the two sponsoring organizations. The grant also provided funds for workshops, an allotment of travel expenses for Mentees, and the creation of this manual.

Additional funding was received through a sizeable donation made by a Mentor. These funds allowed the program to offer all Mentees, past and present, a generous and very useful gift. The gift was a one year membership to three professional organizations: ALA, CLA, and REFORMA. It was intended to

facilitate the Mentee's entrance to professional involvement and networking.

At present, the REFORMA/UCLA Mentor Program is three years old. It has sponsored the development of approximately eighteen Mentor/Mentee relationships. The solid foundation has been laid, now the only way for the program to go is up to continued success.

GUIDELINES FOR COORDINATING A MENTOR PROGRAM

Coordinating a successful mentor program, such as the REFORMA/UCLA Mentor Program, involves a series of requirements, all revolving around one fundamental ingredient: good communication. The requirements include: 1) support from the "parent" institution; 2) voluntary participation; 3) formal documentation of activities; 4) confidentiality; 5) formal matching procedures; 6) clear expectations for participants; 7) orientation for both mentors and mentees; 8) opportunities for educational growth for Mentees; and 9) lots of time, energy and enthusiasm. Each of these requirements will be discussed individually to point out its significance and contribution toward a successful mentor program.

1. Support from parent institution: This will determine the success of the program from the onset. A mentor program cannot exist in a vacuum. If it is to be successful, it will become part of the overall organization in which it exists.[14] In this particular case the program is supported by two organizations, REFORMA and UCLA. Both organizations work toward a common goal: the recruitment of bilingual-bicultural students to the Graduate School of Library and Information Science (GSLIS). REFORMA came up with the idea of the Mentor Program. Their commitment has endured despite the fact that participation is not required from their members. The Executive Board publicizes the program to its membership to maintain adequate levels of participation. UCLA's GSLIS has continually provided support to the program since its inception. This support, emotional, financial, and professional, has provided a wealth of knowledge and materials from which to draw. For instance, faculty participation in workshops,

promotion from management, monetary subsidies, space, and materials, are provided. Without this initial and continued help, the program would not have gotten off its feet, much less prosper as it has during its three year life-span.

An open channel of communication between UCLA and REFORMA is maintained through the efforts of the Assistant Graduate Advisor who serves as liaison. The person in this position is the key to the cooperation that goes on between the two organizations. The person's knowledge of all UCLA requirements and deadlines, application procedures, proximity to student mentees, and recruitment responsibilities makes his/her position on the Executive Board essential. By assuring that the goals and objectives are transmitted, understood and accepted up and down the hierarchy, this person helps ensure that the components of the program continue to move in the same direction at the same time.[15] This will in turn contribute to its continued success.

2. Voluntary participation: This essential ingredient ensures that the interest of the participants, both mentors and mentees, does not dwindle after a week. Mentors who volunteer will be much more willing to invest their time to a program they truly believe in, than one they are forced into.[16] The same holds true for mentees. Not all bilingual/bicultural individuals feel compelled to support a cause simply because of its cultural affinity. Thus voluntary participation, as in any program, will more likely guarantee commitment.

REFORMA publicized the Mentor program in their quarterly Newsletter[17] and invited all members to the training workshop. Only those interested in actually becoming Mentors submitted the application/questionnaire that was supplied to all.

Similarly, Mentees are far less numerous than potential Mentees for the simple fact that fewer people are willing to commit themselves to a relationship that will require their time and attention.

Since participation is voluntary, Mentors are not required to do any specific activities with their Mentee. It is entirely up to the individual pairs to decide how often they will meet. A firm commitment of participation for one year is made when the Mentor signs up. However, the relationship usually lasts the full two years of the MLS program. The mentoring does not stop after the first year. It does however reach a different level during the second year. Mentees are rapidly becoming colleagues, thus requiring different types of assistance and experiences.

It is during the second year that Mentees start mentoring themselves. Either by informally assisting new students already in the program or those who will be entering in the near future. It has been documented that people who have had mentors feel a responsibility to reciprocate the action.[18] They know the value of the mentoring experience and are eager to share their expertise with newcomers. This is ideal for the continued existence of the REFORMA/UCLA Mentor Program because it perpetuates the volunteer pool of Mentors.

3. Formal documentation procedures: Keeping formal documentation of the program is of prime importance. This includes maintaining up-to-date files on activities as well as on participants. Besides giving management the figures which are needed for budgetary justification and grant applications, documentation helps to identify problems and loop-holes that may otherwise be missed. This documentation also provides information for the improvement of the program.

The REFORMA/UCLA Mentor Program keeps archival records of all events and functions. This includes publicity, participation figures and personal data on participants. Information is obtained through individual questionnaires which are filled out by Mentors and Mentees (Appendix A) when they sign up for the program. This questionnaire asks for details on education, employment, interests and goals which facilitates the matching of each Mentee with an appropriate Mentor. However, during the initial contact only general mailing information is acquired. At this time a preliminary information sheet is filled out (Appendix A). This gets the person on the mailing list while further commitment is obtained. A person may be on the mailing list for over a year before actually applying to UCLA and the Mentor Program. He/she may need a little boost, or more information, so being on the mailing list creates the opportunity to receive more of that needed information.

A final aspect of the use of the documentation is that of receiving feedback from participants. The Executive Board needs data on the type and frequency of activities taking place between Mentors and Mentees. One way of soliciting this information is by periodically sending out survey questionnaires to Mentees (Appendix A). This enables the board to find out how successful the program is at reaching the Mentees. Another way of soliciting information is that of requiring each Mentor to submit a quarterly status report for each Mentee (Appendix A). This report is short and quite easy to fill out. Ideally it is to be submitted at the end of each academic quarter. It provides statistical information that will be used for the planning of upcoming programs and the writing of grant proposals for

future funding.

4. Confidentiality: This sensitive area must be taken into consideration at all times. Communication between the various members to the REFORMA/UCLA Mentor Program is bound to reach levels that surpass the "public" arena. First of all, the fact that the Assistant Graduate Advisor, who has access to the students' confidential files, is a member of the Executive Board will bring up situations in which confidentiality must be maintained. For instance, a Mentor may ask about the status of a Mentee's application. The Assistant Graduate Advisor is not at liberty to discuss scores, grades or outcomes of interviews/applications with anyone but the applicant. The relationship that develops between a Mentor and Mentee will determine how involved a Mentor is in the applicant's personal/academic life. It is the Mentor's responsibility to keep abreast of deadlines, requirements and outcomes of the Mentee in all academic pursuits.

It is expected that the Mentor will be involved enough in the application process so as to offer the Mentee suggestions for seeking letters of recommendation, help in reviewing the statement of purpose before it is submitted, tips on how to prepare for the interview, and follow up on completion of entrance requirements and keeping track of deadlines. The ability to work closely will enable the Mentee to learn and develop independence.

5. Formal matching procedures: The process of matching Mentors with Mentees can take various forms: 1) Executive Board decision; 2) Request by either Mentor or Mentee for a specific partner; and 3) Assistant Graduate Advisor - personal judgement. Ideally, the process begins with the submission of a personal

information sheet, "Mentor Questionnaire," by the interested Mentors (Appendix A). These are kept on file (and in mind) for future reference when a Mentee has to be matched. Similarly, interested students submit a "Mentee Questionnaire" (Appendix A). It is the Mentee's application that starts the matching process.

The Executive Board discusses the Mentee's areas of interest, experience and goals to determine which of the potential Mentors is best suited. Factors such as place of employment, area of residence, and special interests are considered in order to facilitate the development of a successful relationship. The matching is not done on a regularly scheduled basis, rather it is done on demand. However, it is possible that a Mentee might request a specific Mentor based on past experience and/or previous personal friendship.

Frequently a Reformista may encourage someone to apply to library school over an extended period of time. By the time the actual application to the program is submitted, the relationship has already flourished. It is also possible that Mentor/Mentee pairs may develop at the program workshops without the specific appointment from the Executive Board. In such cases the documentation is done primarily as a formality because the match has already taken place. Finally, it may be that the Assistant Graduate Advisor knows the "perfect" match for a Mentee so s/he may discuss it over the phone with one or two members of the Executive Board and make the match without a Board meeting.

Once the match has been determined, the Mentor is notified by telephone. The name and phone number of the Mentee is provided at that time. At that point it is up to the Mentor to contact the Mentee to set up a meeting date. The

mentee is notified of the match and advised that the Mentor will be calling. This concludes the matching process as far as the Executive Board is concerned.

It must be remembered that a match is not engraved in stone. It is possible that things may not work out for a Mentor/Mentee pair. In that case a new appointment should be made. Various other occasions may arise in which Mentees may need a new Mentor. These include: a Mentor may change jobs and move out of the area; a Mentee may have a change of interests which requires a new Mentor to match those interests. (e.g. Public to Academic or vice-versa) It is especially during situations such as these that the communication between the Executive Board and the student Mentees is vital (Maintaining Communication Section).

6. Clear expectations: Both parties in the program should be aware of their responsibilities and expectations. Mentors, as well as Mentees, need to know exactly what roles they play in the relationship. Clear communication between them is paramount in the development of their relationship. The Mentor is to guide, support, sponsor and coach the Mentee who is on the road toward academic achievement. Care must be exercised to avoid over dependence on the part of the Mentee.[19] The Mentee really has no pre-set responsibilities per se, other than his/her commitment to the program and to obtaining a degree. The experiences will vary from one Mentee to another based upon the development of the relationship with the Mentor.

7. Orientation: It is essential that both Mentors and Mentees be provided with an orientation session at the beginning of the program. The purpose of this orientation is to provide information and to build up the enthusiasm among the

Mentors-to-be. This will help them recognize what they can contribute to their Mentees and realize that mentoring can be beneficial to them. This orientation will clarify what they can expect from a Mentor-Mentee relationship and also provide tips on how to enhance their mentoring skills.[20]

Additionally, Mentors will be advised of the goals and objectives of the program. They will also learn about the formal documentation procedures that must be followed.

Mentees must also be oriented to the program. This will enable them to fully participate in the program without the common doubts of newcomers. Once they understand the dynamics of a mentor relationship, it will be easier to participate in one.

To fulfill this requirement, the REFORMA/UCLA Mentor Program had a Mentoring Workshop (Abstracts Section). It was designed to publicize and promote the program. It was at this workshop that the first Mentor-Mentee pairs were established.

8. Opportunities for Professional growth: Participants in the program should be offered opportunities for educational development. Aside from the education they will receive in classes, there are many areas in which the program can provide training. The REFORMA/UCLA Mentor Program provides an ongoing series of workshops "which are designed to inform and enlighten Mentees and potential Mentees." It is not the type of education that will be provided in the GSLIS program. Rather it is supplementary, designed for the personal development of the emerging professional.

Mentors can share these experiences with Mentees. They also add to the information presented at the workshops by taking their Mentees to professional meetings, workshops and training sessions.

Besides the acquisition of knowledge, the workshops provide Mentees with opportunities to expand their professional network. The contacts made during this period will form a part of the Mentee's professional resource pool throughout his/her career.

9. Time, Energy and Enthusiasm: Time, the one commodity that everyone lacks is among the most important ingredients for the success of this program. Everyone needs to invest time, expend energy and share his/her enthusiasm for the mentor relationship (and Program) if it is to flourish and develop.

This requirement is found at all levels of the program. Management has to make time to plan and implement the projects. Mentors and Mentees have to make time to meet with each other throughout each quarter.

MAINTAINING COMMUNICATION WITHIN THE PROGRAM

Maintaining open lines of communication between the Executive Board and the participants, both Mentors and Mentees, is essential for the success of the Mentor Program. Presently, this communication takes various forms: direct mailings from the Executive Board; requests for information from Mentees and Mentors; informal communication between Board members and Mentees and /or Mentors and; informal communication between Mentor/Mentee pairs. Each of these areas will be discussed in detail to explain its role in maintaining an active and functioning communication network within the program.

First of all, the formal method of keeping participants informed of the events and activities is through direct mailings sent out by the Executive Board. Flyers, memos, and invitations are mailed on an "as needed" basis. This ensures that all participants are aware of what is going on in the program. Mentees who are presently enrolled at the Graduate School of Library and Information Science (GSLIS) receive information via the student mailboxes available at the library school.

Normally, materials are mailed out two-four weeks in advance of an event to allow time for planning and scheduling. This is an area in which the research assistant is of great assistance.

Secondly, there are two formal methods of receiving information from participants, Mentors and Mentees. The Executive Board requests this information at periodic intervals throughout the year. Mentors submit reports at the end of each quarter. These reports are fully explained in the section entitled "Quarterly

Status Reports" of this manual.

Information from Mentees is received as a response to survey questionnaires that are periodically sent out by the Executive Board. Questions on their participation, relationship with their Mentors, and interests are included. This is done in an attempt to gain insights as to how they feel about the program. The responses to these survey questionnaires are tabulated and used in future planning of activities. They help verify what needs are being met and which are not. These questionnaires are only mailed out about once a year, but they cover the period since the previous one. Samples of these questionnaires are included in Appendix A.

Informally, communication takes place much more often. Members of the Board have frequent opportunities to talk with colleague Mentors, as well as with Mentees. These opportunities may arise during or after meetings, workshops, and social events. The Assistant Graduate Advisor, because of her proximity to the student Mentees, has many opportunities to "chat" with those currently enrolled. The Mentees also turn to her whenever they have a question or concern. The same situation holds true for the Research Assistant, who can give friendly reminders about upcoming events or deadlines and makes clarifications about the program.

Finally, and most importantly, is the communication between the individual Mentor/Mentee pairs. Their contacts with each other vary from telephone calls to personal visits to quick notes of salutation. Each pair has its own unique way of communicating, which stemmed out of their relationship. The frequency

depends on the intensity of the relationship and can fluctuate from one quarter to the next.

Communication does not stop after graduation. On the contrary, if the "escalera" process is to be promoted, Mentees will become Mentors upon graduation. Their in-depth and immediate knowledge of the library school will be an asset to their mentoring experience.

BUILDING A MENTOR/MENTEE RELATIONSHIP

In establishing a relationship, Mentors and Mentees bring together their own beliefs, experiences, expectations, and talents. Each contributes in a different manner, but both benefit from the experience. To begin with, it is necessary that the participants involved have a positive attitude towards mentoring. They must truly believe in the value of the mentoring process and that the role they play, whether as giver or receiver, is significant enough to merit the time and energy that it requires.

Once this positive attitude has been ascertained, the next essential ingredient is a good interpersonal relationship between both parties. The ability of the Mentor and the Mentee to relate to one another will enhance all efforts in the development of a significant relationship. Contributing elements include similar interests, clear expectations, confidence in the other's abilities, willingness to share time and knowledge, and similar goals.

Having similar interests does not mean that the Mentee has to be a carbon copy of the Mentor or vice-versa. It simply means that in general terms they will like things that don't automatically clash. An example of this could be that both are interested in public libraries. Clarifying each other's expectations will help reduce the possibility of resentment from building up. If each member of the pair is expecting something the other is not aware of, it may create tension and lead to dissatisfied separation. For example, if the Mentor is planning to take the Mentee to various meetings to help increase his/her professional networking pool, but the Mentee sees this as just another burden on his/her time, the relationship cannot

help but dissolve.

Confidence in one another's abilities is necessary because you want to be able to trust and believe in your partner. Mentors should see Mentees as highly qualified individuals with great potential. They will be helping to cultivate their potential. Mentees should see Mentors as having enough status, skills and knowledge to make a difference in their life. This confidence can be seen as mutual respect.

Time and energy will be required. Mentors and Mentees make a commitment when they enter into the relationship, although not explicitly. The relationship will only produce in proportion to what is invested into it. Knowledge will also be shared by both parties. It may seem that the Mentor will be doing all the "giving" and the Mentee all the "receiving." This is not the case, the benefits are mutual. Each will give of himself/herself and derive what is of personal value. The Mentor's personal experience will be his pool to draw from, but the Mentee will add to that pool because of his/her fresh and new perspective in all matters. Mentor/Mentee relationships will be different from one another, just as people are different from one another.

Despite individual differences, Mentor/Mentee pairs will undoubtedly have similar long-term goals. If they are headed in opposite directions, it will be hard to maintain a meaningful day-to-day relationship. It is obvious, because of the nature of the relationship, that they will be at different levels, but that is what mentoring relationships are designed to work on: helping the Mentee reach higher levels.

The third essential ingredient for building a relationship is having the "proper dosage" of mentoring. The needs and interests of both parties have to be assessed to determine the path which the relationship will take. A Mentor should not attempt to determine what is best for the Mentee without the Mentee's input. If the help being offered is outdated, superficial, or not worth the energy it takes to accept it, the Mentee will lose interest and the relationship will get very far. Conversely, if the assistance requires too much time and effort so as to interfere with the Mentees everyday responsibilities, the Mentee will fell overwhelmed and discouraged. The appropriate quantity and quality of mentoring will lead to a long successful relationship. This does not mean that the Mentor should not present challenging experiences. The goal is to work toward encouraging the Mentee to become independent.

Finally, the last ingredient needed for building a successful mentoring relationship is proper timing. The experience will only be beneficial if it is offered when it is most useful. The REFORMA/UCLA Mentor Program offers this experience at a critical time, the transition into graduate school. Mentees are recruited from within library settings sometimes, and this entails a different transition, that of returning to school. The mentoring relationship will change as it progresses. At first, the Mentee will need a lot of support and encouragement, until eventually s/he becomes a colleague. The changes that take place require that the assistance offered also change to reflect the Mentee's increased knowledge and abilities.

The Mentor/Mentee relationship advances through predictable phases. They

can be called: initiation, development, parting, and transformation. There comes a time when the Mentee has learned all s/he can from the Mentor. At that time they have become colleagues. It is at the transformation stage that Mentees become Mentors themselves. They are ready to share their knowledge and experience with others.

During the development phase, Mentors and Mentees share a variety of activities. These can include:

* goal setting
* attendance at meetings
* work on projects together (Mentor's or Mentee's projects)
* attendance at conferences
* social gatherings
* job search
* attendance at Mentor Program workshops
* discussion of current issues in the field

The mentoring relationship is a complex one. It is full of responsibilities, but also full of benefits. Following are lists of the roles, responsibilities, and benefits that form part of any successful mentoring relationship.

MENTOR ROLES AND RESPONSIBILITIES

*** Teacher * Sponsor * Coach * Role Model * Cheerleader ***

*** Advisor * Supporter * Facilitator * Leader * Friend ***

The Mentor, who may play any number of the roles listed above, has the responsibility to:

1. Help enhance Mentee's skills.
2. Facilitate Mentee's access to various resources.
3. Exchange ideas with Mentee.
4. Offer career guidance.
5. Help Mentee learn the "ropes" of the profession.
6. Offer support, both academically and personally.
7. Help increase Mentee's self confidence.
8. Sponsor and promote the Mentee to others.
9. Have faith in Mentee.
10. Increase Mentee's visibility.
11. Encourage Mentee's participation in professional activities.
12. Share personal knowledge and experience.
13. Help Mentee become more powerful.
14. Be honest.
15. Allow the Mentee to be himself/herself.
16. Help Mentee become independent & collegial.

17. Offer constructive criticism.

18. Clarify expectations immediately.

19. Give praise when appropriate.

20. Help Mentee set both short & long term goals.

MENTEE ROLES AND RESPONSIBILITIES

*** Student * Novice * Partner * Apprentice * Follower ***

*** Friend * Protege ***

The Mentee, who may play any number of roles listed above, has the responsibility to:

1. Demonstrate potential.
2. Show interest and commitment to the profession.
3. Follow through on projects.
4. Keep Mentor informed of current status.
5. Absorb what is of value.
6. Be honest about what s/he wants, needs and likes.
7. Share knowledge and experiences.
8. Talk Mentor up to others.
9. Ask for clarification when needed.
10. Devote time to the Mentor/Mentee relationship.
11. Work toward developing a collegial relationship.
12. Clarify expectations.
13. Be supportive of Mentor.
14. Take advantage of opportunities the Mentor provides.
15. Exchange ideas with Mentor.
16. Have faith in Mentor.

BENEFITS TO MENTOR

1. Emotional satisfaction from seeing the career and intellectual growth of the Mentee.
2. Incentive to pursue career advancement.
3. Increased job satisfaction.
4. Feelings of rejuvenation and creativity as they try to keep on the cutting edge of their field for Mentee's sake.
5. Increased knowledge as Mentee contributes from his/her own stock of knowledge.
6. Contributions to an enhanced Mentor's reputation.
7. Gain a follower initially and ultimately a friend.

BENEFITS TO MENTEES

1. Receive encouragement.
2. Acquire new skills and knowledge.
3. Increased exposure and visibility.
4. Expand professional networking pool.
5. Receive advice on career planning.
6. Experience librarianship first-hand by assisting Mentor on projects and attending meetings together.
7. Have models to follow.
8. Feel happier in their work and become more productive.
9. Gain experience in mentoring so they can become mentors themselves.
10. Gain a friend they admire and respect.

ABSTRACTS OF WORKSHOPS

The REFORMA/UCLA Mentor Program provides an ongoing series of workshops to help fulfill its objectives, which are twofold: 1) to train bilingual bicultural librarians to become mentors and models for potential library school candidates and; 2) to facilitate the application process of bilingual-bicultural students to the UCLA School of Library and Information Science, including full preparation of students to the challenges of university academic achievement. The workshops are designed to inform and enlighten prospective and/or current library school students about the UCLA library school and about the library profession in general.

The program was launched on November 1, 1985 and very appropriately inaugurated the series on March 1, 1986 with a workshop on mentoring. Since then, an average of three workshops have been presented per academic year. A wide variety of topics have been covered, ranging from scholarship information to the reference needs of the Spanish-speaking and much more.

As well as serving the information needs of current and prospective bilingual-bicultural students by presenting valuable information that will help in the UCLA application process and in the further understanding of the service needs of the large Hispanic community in Southern California, the workshops also provide the opportunity to meet leaders in the library profession. This valuable networking opportunity will greatly benefit mentees and potential mentees throughout their professional careers. The workshops also provide mentor/mentee pairs an additional activity in which they can participate together.

The workshops are provided free of charge. They are open to all Reforma members, potential mentees and to those currently enrolled in the GSLIS program. They vary in length, but usually last about three hours. Depending on the topic being addressed, the workshops can sometimes last up to six hours.

Several of the workshops have been videotaped. In such cases, a short description of the video (type and duration) has been included below the particular abstract. Also, a copy of the (agenda) program has been included with each abstract to provide as much information as possible on each workshop.

WORKSHOPS LIST

DATE	TITLE
03-01-86	Workshop on Mentoring
11-01-86	Open House
04-04-87	"Creative Careers for Latino Librarians"
06-20-87	"The Reference Needs of the Spanish-Speaking"
09-19-87	Potluck Tardeada
10-24-87	"Scholarship Application Workshop for the Prospective Library School Student"
03-26-88	"60 Minutes with Latino Library Leaders"
05-21-88	"Perspectives in Administration for the Librarian and Library Profession"
11-05-88	Birthday Celebration

Workshop #1

"REFORMA MENTOR PROGRAM AT UCLA"

To inaugurate the workshop series, the REFORMA/UCLA Mentor Program presented a workshop on Mentoring. It was designed to introduce the different aspects of the program. Both, potential mentors and mentees had the opportunity to fully understand the implications of entering into a mentoring relationship. It was a day full of valuable information that would enable each participant to acquire a true sense of what the Mentor Program is all about.

The morning started with an overview of the Mentor Program, presented by Susan Luevano, National Library Education Sub-committee Chair. She discussed the development of the proposal, the principles behind it and provided an overview of the day's agenda. Dr. Diana Thomas, Acting Dean, UCLA Graduate School of Library and Information Science (GSLIS), followed with a general presentation on the GSLIS program, discussing the various requirements, options, and opportunities available for students. Several other speakers addressed topics such as: 1) Admissions and support services; 2) Financial aid and placement; and 3) The advantages of attending UCLA.

The final guest speaker of the morning discussed "How to be a mentor." Mrs. Elizabeth Eisenbach, Assistant Dean, GSLIS, clarified the major components of successful mentoring relationships. She emphasized that the word mentor means to "develop a person to full capacity," which in fact is what our program aims to do.

The afternoon session consisted of small group discussions on the topic "Issues of mentorship: Possibilities and problems" and on possible topics for future workshops. Later the small groups rejoined to share their main concerns and ideas.

REFORMA

National Association to Promote Library Services to the Spanish Speaking

MENTOR WORKSHOP AT UCLA

Saturday, March 1, 1986

9:30am-3:00pm

Graduate School of Library and Information Science

Powell Library, West Wing

Room 300F, Third Floor

Please join REFORMA and GLISA in initiating the REFORMA Mentor Program at UCLA. The workshops will focus on how to be a mentor, guidelines for the program, an overview of the GLISA program and an open discussion on the development of the project.

Please BRING YOUR LUNCH WITH YOU as we will be meeting in small groups during our lunch period. Coffee and tea will be provided.

PARKING:

The easiest access to the Powell Library is through the WESTHOLME ST. entrance.

Those persons who notified the committee of their attendance will have free parking stickers waiting for them at the Westholme St. Parking Information Center. All others will have to pay a $3.00 parking fee.

FOR MORE INFORMATION ABOUT THIS ACTIVITY CONTACT:

Susan C. Luévano
714/667-3451 work
213/697-4882 home

An affiliate of the American Library Association

REFORMA MENTOR PROGRAM AT UCLA

WORKSHOP I MARCH 1, 1986 9:30-3:00

AGENDA

CHAIR: Susan Luevano, National Library Education Sub-Committee Chair

9:30- 9:45	Registration
9:45-10:00	Introductions
10:00-10:15	Overview of REFORMA Mentor Program at UCLA--Susan Luevano
10:15-10:35	Overview of GSLIS program--Dr. Diana Thomas, Acting Dean
10:35-11:00	Admissions and support services--Connie Nyhan, Graduate Advisor
11:00-11:25	Financial aid and placement--Terry Jacobsen, Asst. Graduate Advisor
11:25-11:40	GSLIS graduates discuss the advantages of attending UCLA --Harmony Rodriguez, Oxnard College --Ron Rodriguez, Los Angeles County Public Library --Ana Lya Sater, ORT Technical Institute
11:40-11:50	How to be a mentor--Mrs. Eisenbach, Assistant Dean
12:00- 1:30	Lunch--small group discussions; participants will brainstorm on the topic "Issues of mentorship: Possibilities and problems" and will discuss topics for the quarterly workshop sessions
1:30-3:00	Reports from facilitators and recorders on lunchtime brainstorming sessions; questionnaire

Workshop #2

OPEN HOUSE

This workshop was intended to further publicize the program as well as to provide important information on preparing for admission to graduate school (specifically UCLA). Participants had the opportunity to meet a number of UCLA faculty and Reforma members. The welcoming remarks were jointly presented by Dr. Diana Thomas, Acting Dean, GSLIS and Dr. Raymond Paredes, Associate Dean, UCLA Graduate Division. They each expressed their excitement and support for the program. Connie Nyhan, Graduate Advisor, presented an overview of the GSLIS program, covering such topics as admission and graduation requirements. A general discussion on preparing for graduate school admission was delivered by Dr. Cheryl Armstrong-Turner from the UCLA Graduate Affirmative Affairs Office.

The program continued with a panel presentation by five REFORMA members who discussed their personal experiences in making the decision to become librarians and the consequences of those decisions. And finally, to add the real-world perspective, Terry Jacobsen, Assistant Graduate Advisor, GSLIS, discussed "Placement and Library Trends." This important area allowed participants to visualize what they could expect after graduation. Afterwards, a buffet luncheon allowed participants to take a break and to socialize with the program presenters.

The afternoon was devoted to familiarizing mentors and mentees with the UCLA campus. Three campus libraries were toured, thus allowing each participant to visit the site that most interested him/her.

Graduate School of Library & Information Science
University of California • 405 Hilgard Avenue Los Angeles 90024

REFORMA/UCLA Mentor Program Open House

November 1, 1986

Welcoming Remarks
Acting Dean Diana Thomas, GSLIS
Associate Dean Raymund Paredes, Graduate Division

Morning Program 10:15-12:00
Susan Luévano, Moderator

Overview of GSLIS MLS Program
Constance Nyhan, Graduate Advisor, GSLIS

Preparing for Graduate School Admission
Dr. Cheryl Armstrong-Turner, UCLA Graduate Affirmative Affairs Offic

Panel Presentation by REFORMA Members
Salvador Güereña, University of California, Santa Barbara
Karin Durán, California State University, Northridge
René Amaya, Braille Institute
Albert Milo, Commerce Public Library
Therese Coates, Santa Monica Public Library

Placement/Library Trends
Teresa Jacobsen, Assistant Graduate Advisor, GSLIS

Buffet Luncheon 12:00

Campus Tours 1:00
Ray Soto, College Library
Norma Corral, University Research Library
Ron Rodríguez, Chicano Studies Research Center Library

REFORMA
National Association to Promote Library Services to the Spanish Speaking

Workshop #3

"CREATIVE CAREERS FOR LATINO LIBRARIANS"

The third workshop focused on the diversity of options open to Latino librarians. The individual's creativity and savvy are the only boundaries for the skilled Hispanic professional. Before starting the guest speakers' presentations, a review of the mentor/mentee roles and responsibilities was offered. Its purpose was to reinforce what was already being practiced by some and to encourage the beginning of new relationships.

The participants had the opportunity to enjoy listening to a panel of four speakers as they shared experiences of their "creative" careers. Norma Corral, Reference Librarian, UCLA Research Library, spoke about the various transitions in her career. Initially working in a medical library, she made several career changes before moving on to become a reference librarian at UCLA. Anita Peterson, from the Inglewood Public Library, provided a brief overview of moving from an elementary school library to a community college based on Vincent Robles' notes. Finally, after giving a brief summary of their professional experiences, Richard Chabran, UCLA Chicano Resource Center, and Francisco Garcia-Ayvens, CSUF, explained the development of the Chicano Periodicals Index. The submission of grant proposals for its funding and the different aspects of its publication were discussed.

Following the panel presentation, online searching was demonstrated featuring the automated resources available for Latinos.

Besides serving its informational function, this gathering promoted the development of additional mentor/mentee relationships.

REFORMA/UCLA Mentor Program Spring Workshop Saturday, April 4, 1987

9 - 9:30 Registration and coffee.

9:30 Welcoming remarks.
Review of mentor/mentee roles and responsibilities.

9:45 Panel presentation:
"Creative Careers for Latino Librarians."
*Norma Corral - "Career Transitions."
*Vincent Robles - "From Elementary School to Community College."
*Rina Tamayo - "Automated Resources for Latinos."
(Online demonstrations planned)

LOCATION: UCLA Graduate School of Library and Information Science
326 Powell Library Building
(213) 825-4351
9 a.m. - noon
Parking: $3.00

REFORMA/UCLA Mentor Program Workshop

Name _____ Phone _____

Address _____

_____

Return to: Terry Jacobsen, UCLA Graduate School of Library and Information Science, 405 Hilgard Ave., Los Angeles, CA 90024-1520.

BEST COPY AVAILABLE

Workshop #4

"THE REFERENCE NEEDS OF THE SPANISH-SPEAKING"

The growing Hispanic population in Southern California is a topic of great significance to those involved in this program. Therefore, the fourth workshop in the series was devoted to addressing the issue of the reference needs of this segment of the population. The format for this workshop consisted of the presentation of the findings of the Bay Area Library and Informations Systems (BALIS), LSCA Project Study followed by a reactor panel.

Martin Gomez, BALIS LSCA Project Consultant, discussed how the reference needs of the Spanish-speaking are met in each of the member libraries. The major findings were that most queries were answered by being referred to secondary systems. Very few were sent on to terciary systems.

The reactor panel was composed of two Latino librarians: Linda Chavez, Chicano Resource Center Coordinator, Los Angeles County Public Library and Albert Milo, Adult Services Coordinator, Fullerton Public Library. They discussed the types of services available for Spanish-speaking clientele at their particular libraries and in the Los Angeles area in general.

As is customary, the session ended with a "Question/Answer" period to provide participants the opportunity to ask for clarifications and to voice their comments and concerns.

REFORMA

National Association to Promote Library Services to the Spanish Speaking

THE REFORMA/UCLA MENTOR PROGRAM

cordially invites you

to attend a workshop on

THE REFERENCE NEEDS OF THE SPANISH-SPEAKING

Saturday, June 20th, 1987, 9:30 a.m.-noon

Powell Library, 3rd Floor, 300F, UCLA Campus

Moderator: Luis Herrera, Associate Director of Branch Libraries
Long Beach Public Library

9:30- 9:45 a.m.	Registration & Coffee
9:45-10:45 a.m.	Findings of the BALIS LSCA Project Study presented by Martin Gomez, Project Consultant
10:45-11:00 a.m.	Break
11:00-11:40 a.m.	Reactor Panel
	Linda Chavez, Chicano Resource Center Coordinator Los Angeles County Public Library
	Albert Milo, Adult Services Division Coordinator Fullerton Public Library
11:40 a.m.-noon	Questions & Answers

This workshop is FREE. Parking is $3.00.

Please RSVP to Terri Jacobson, 213/825-1288.

An affiliate of the American Library Association

Workshop #5

POTLUCK TARDEADA

This event was intended to help mentors, mentees and their families get to know each other better. In an informal way, this tardeada acknowledged that life is not all school and work. The hosts Susan Luevano and Al Molina provided a warm environment in which informal networking took place. Among the activities of the afternoon was the breaking of a pinata, plenty of food (which was contributed by the guests) and good music. Perhaps the most inportant outcome of this event was that Mentors and Mentees met each other's families. This opportunity enabled the relationships to strengthen, by introducing a different side of the individuals: the family side.

Again, the gathering facilitated/encouraged the development of an additional Mentor/Mentee pair.

REFORMA / UCLA MENTOR PROGRAM

POTLUCK TARDEADA

Hosted by Susan Lucevano and Al Molina

Address : 1551 El Portal Dr , La Habra
Date and Time : 2 p.m. Sept. 18, 1987

For mentors, mentees, family and friends !

Please r.s.v.p. to: Terry Coates Simas
(213) 458-8631
or
458-8637

Please call by Sept. 16th

Workshop #6

"SCHOLARSHIP APPLICATION WORKSHOP FOR THE PROSPECTIVE LIBRARY SCHOOL STUDENT"

This extremely informative workshop on the scholarship application process covered much more than its title conveys. The workshop was presented through an informal format featuring three guest speakers during the first hour and a roundtable discussion during the second hour. The guest speakers, all of whom are authorities in their area, spoke about the different aspects of the financial aid application process.

Connie Nyhan, UCLA Graduate Advisor, addressed the various financial aid possibilities at UCLA, including clarification of terminology. Steve Handa, Career Counselor, Cal State Dominguez Hills, discussed techniques for writing a mission statement when applying for graduate school. He also gave invaluable tips on how to prepare for interviews, whether applying to graduate school or seeking employment. Albert Milo, Adult Services Coordinator, Fullerton Public Library, offered a reviewer's perspective on how to successfully acquire "strong" letters of recommendation.

The roundtable discussion, during the second hour, included details about general and minority scholarships and awards. Three guest speakers, including Dr. Donald Case, Assistant Professor, GSLIS, discussed qualifications and guidelines for awarding each of the following: 1) REFORMA Scholarship; 2) CLA Edna Yelland Scholarship; and 3) UCLA GSLIS Awards and Fellowships. In addition, three recipients added insights about their experiences in applying for and receiving such scholarships. They added a final touch of reality to the entire morning's

proceedings.

AVAILABLE ON VIDEO: **VHS**

COLOR

65 MINUTES

REFORMA / UCLA MENTOR PROGRAM WORKSHOP

THE SCHOLARSHIP APPLICATION PROCESS FOR THE PROSPECTIVE LIBRARY SCHOOL STUDENT

TO BE HELD AT GSLIS UCLA ON OCT. 24, 1987
FROM 9 A.M. TO 12:30 P.M.

Topics include: General scholarships
Minority scholarships
Writing effectively
Tests and Seeking Recommendations
Interviewing
The student scholarship experience

FOR FURTHER INFORMATION AND PARKING RESERVATIONS
CONTACT: ANA LYA SATER (213) 387-0197 in the afternoon
(213) 277-1969 all day / answering machine

REFORMA/UCLA MENTOR PROGRAM
"SCHOLARSHIP APPLICATION WORKSHOP FOR THE PROSPECTIVE LIBRARY SCHOOL STUDENT"
October 24, 1987

9 am -- 9:30 am	**Registration and refreshments**
9:30 --	**Welcoming remarks** Dr. Dorothy J. Anderson, Assistant Dean, UCLA GSLIS Ana Lya Sater, REFORMA
9:45 -- 10:45	**Panel Presentation:** "Financial Aid Possibilities: An Overview" -- Connie Nyhan, Graduate Advisor, UCLA GSLIS "Writing and Interviewing Effectively" -- Steve Handa, California State University, Dominguez Hills "Seeking Recommendations: A Reviewer's Perspective" -- Albert Milo, REFORMA, Fullerton Public Library
10:45 --	**Break**
11 am -- 12 pm	**General and Minority Scholarships and Awards:** A Roundtable Discussion REFORMA Scholarship: Ron Rodriguez, Scholarship Committee California Library Association Scholarship for Minority Students in Memory of Edna Yelland: Albert Milo, former Chair, Scholarship Committee California State Library Minority Recruitment/Scholarship Program: Margaret Guerrero, GSLIS Student American Library Association, Association for Library Service to Children: Barbara Mendoza, GSLIS Student Medical Library Association Scholarship: Eric Brasley, GSLIS Graduate UCLA GSLIS Awards and Fellowships: Dr. Donald O. Case, Assistant Professor, Awards Committee
12 -- 12:30 pm	**Wrap-up and questions**

REFORMA/UCLA MENTOR PROGRAM

presents a

Scholarship Application Workshop for the Prospective Library School Student

October 24, 1987

9 am to 12:30 pm

UCLA Powell Library Room 300

Topics include:

General and minority scholarships

Writing effectively

Interviewing

Seeking recommendations

Presentations by counselors, library educators, and scholarship recipients

Bring your questions about library school and the application process!

RSVP Ana Lya Sater (213) 277-1989 for parking information

Workshop #7

"60 MINUTES WITH LATINO LIBRARY LEADERS"

Seventh in the series of workshops designed to enlighten and inform mentee and potential mentees about the library school and profession, this workshop featured interviews with three Latino librarians: Teresa Portilla, UCLA College Library; Eugene Estrada, Los Angeles Public Municipal Library; and Rhonda Rios-Kravitz, California State Library. Each candidly responded to questions about what it is like to be Latino and in the library profession. Topics such as ethnic identity, personal experiences, professional concerns, and recruitment were addressed. The workshop was presented through an interview format conducted by Dr. Dorothy Andersen, Assistant Dean, Graduate School of Library and Information Science, UCLA. She interviewed each guest individually and later held a panel discussion with all three. This gave the audience the opportunity to voice their questions and comments.

The interview session was followed by a walking tour of the UCLA campus, featuring the Chicano Studies Research Center Library.

AVAILABLE ON VIDEO:

VHS

COLOR

65 MINUTES

REFORMA/UCLA MENTOR PROGRAM
"60 MINUTES WITH LATINO LIBRARY LEADERS"
March 26, 1988

9:30 -- 9:45 am **Registration and coffee**

9:45 -- 10 am **Welcoming remarks**

Ron Rodriguez, REFORMA
Terry Jacobsen, UCLA GSLIS

10 -- 11 am **"60 Minutes" featuring:**

Interviewer: Dr. Dorothy J. Anderson, Assistant Dean, UCLA GSLIS

Guests:
Eugene Estrada, Librarian, Los Angeles Public Library, Municipal Reference

Rhonda Rios Kravitz, Ethnic Services Consultant, California State Library

Teresa Portilla, Librarian, UCLA College Library

11 am -- 12 noon **Walking tour of UCLA Campus, featuring:**

UCLA Chicano Studies Research Center Library, 1112 Campbell Hall

Host: Richard Chabran, Librarian

REFORMA/UCLA
Mentor Program
cordially invites you
to spend
60 Minutes
with

LATINO LIBRARY LEADERS

Saturday,
March 26, 1988
9:45-11:00 a.m.

Refreshments
will be served.
Tours to follow
11:00 a.m. - 12:00 p.m.
UCLA Graduate School
of Library and
Information Science.
Room 300F.
Powell Building.
R.S.V.P.
by March 19, 1988
for parking information.
(213) 277-1969 Ana Lya
(213) 825-4351 UCLA

c1988 REFORMA/UCLA Mentor Program

Workshop #8

"PERSPECTIVES IN ADMINISTRATION FOR THE LIBRARIAN AND LIBRARY PARAPROFESSIONAL"

An "Informational Forum on Latinos in Library Management," as stated by Ron Rodriguez during his welcoming remarks, is the best way to describe this workshop. This exciting topic was addressed by three outstanding library managers: Julia Orozco, Regional Administrative Librarian, West County Region, Los Angeles County Public Library; Albert J. Milo, Adult Services Coordinator, Fullerton Public Library; and Luis Herrera, Associate Director of Branch Services, Long Beach Public Library.

A wide array of management topics were addressed, such as: characteristics of good managers; academic preparation; career decisions and choices; lack of Latinos in library management; financial advantages; and key ingredients for success. Each guest speaker reviewed his/her personal experiences and the major turning points which led them into management. A very informative question/answer period helped to wrap up the program.

This was the first workshop held outside the UCLA campus. It was presented at the Montebello Branch of L.A. Co. Public Library. This provided a nice change, as well as the opportunity to publicize the mentor program in a different library setting.

AVAILABLE ON VIDEO:

VHS

COLOR

127 Minutes (2 tapes)

REFORMA

National Association to Promote Library Services to the Spanish Speaking

REFORMA/UCLA Mentor Program

May 21, 1988

Montebello Library

"PERSPECTIVES IN ADMINISTRATION FOR THE LIBRARIAN AND LIBRARY PARAPROFESSIONAL"

I. Welcome - Ron Rodriguez
Chair, REFORMA/UCLA Mentor Program

II. Terry Jacobsen - Assistant Graduate Advisor
UCLA Graduate School of Library and Information Science

III. Julia Orozco - Regional Administrative Librarian
West County Region
Los Angeles County Public Library

IV. Albert J. Milo - Adult Services Coordinator
Fullerton Public Library

V. Luis Herrera - Associate Director of Branch Services
Long Beach Public Library

* * * * *

Sponsored by REFORMA, UCLA GSLIS and the Los Angeles County Public Library.

Refreshments courtesy of the Los Angeles Chapter of REFORMA.

Special thanks to the staff of Central Region and the Montebello Library.

* * * * *

An affiliate of the American Library Association

Thinking of a career

in Management?

REFORMA/UCLA MENTOR PROGRAM

presents

PERSPECTIVES IN ADMINISTRATION FOR THE LIBRARIAN

AND LIBRARY PARAPROFESSIONAL

Saturday, May 21, 1988, 10 a.m. - 1 p.m.

Montebello Library, Los Angeles County Public Library

Listen to Hispanic librarians in management tell you about their experiences and academic preparation.

- Clues for success
- Role of the Mentor
- Good communications
- Power and ambition
- The MBA
- Skills
- Motivation
- and more...

Luis Herrera, Associate Director of Branch Services, Long Beach Public Library.

Albert J. Milo, Adult Services Coordinator, Fullerton Public Library.

Julia Orozco, Regional Administrative Librarian, West County Region, Los Angeles County Public Library.

Workshop #9

"BIRTHDAY CELEBRATION"

In celebration of our Third Anniversary, this program, complete with a cake-cutting ceremony, highlighted the accomplishments of the program as well as the plans for the future. Dr. Cheryl Duran, Assistant Dean, GSLIS, warmly welcomed all the participants. The program got off to a great start with a special presentation made by Karin Duran, Cal-State Northridge, to the REFORMA/UCLA Mentor Program. Al Milo, Chair, and Cheryl Duran accepted the $1000 check gift. This gift symbolized the program's determination for continued success.

A review of the Mentor Program's development was presented: Al Milo reminisced about the formative years; Ron Rodriguez, L.A. County, boasted about previous year's accomplishments; and Terry Jacobsen, GSLIS, supported the facts with statistics on the participants. With this solid foundation, the program's future goals were presented. They included the development of a Mentoring Manual, which will be funded by a grant from the State Library.

The celebration concluded with the display of two of the videotaped workshops: 1) "60 Minutes with Latino Library Leaders" 2) "Scholarship Application Process for the Prospective Library School Student." (See abstracts 6 & 7)

REFORMA/UCLA Mentor Program Birthday Celebration

November 5, 1988
9:30 am - Noon

Welcoming Remarks

Assistant Dean Cheryl Durán, GSLIS

Special Presentation

Karin Durán, California State University, Northridge
Al Milo, Fullerton Public Library
Cheryl Durán, UCLA GSLIS

Review of the Mentor Program

- Formative Years: Al Milo
- Last year's accomplishments: Ron Rodriguez, LA County
- Statistics on participants: Teresa Jacobsen, UCLA GSLIS

Plans for the Future

Goals, State Library Grant, Recruitment Manual: Al Milo

Cake-cutting Ceremony

Videotape viewing (two options)

- 60 Minutes with Latino Library Leaders
- Interviewing/Application Techniques

Graduate School of Library & Information Science
University of California ✦ 405 Hilgard Avenue Los Angeles 90024

¡FELIZ CUMPLEAÑOS!

You are cordially invited
to celebrate the first 3 years of the
REFORMA/UCLA Mentor Program

When: Saturday, November 5, 1988
Time: 9:30 am to noon
Where: 300 Powell Library Building (3rd floor)
UCLA

The celebration will feature:
•special presentation by Library School Dean
•videotape on interviewing/application techniques
•videotape on Latino Library Leaders
•review of the program's accomplishments
•plans for the future
•refreshments

All Mentors/Mentees and
those interested in recruitment of Latinos
to the library profession
are encouraged to attend

RSVP: (213) 825-4351
for free parking
See map on back

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Powell Library
Room 300
PARKING
INFORMATION
ENTRANCE
N
UCLA

QUARTERLY STATUS REPORT

This quarterly status report is designed to offer insights into the actual activity taking place in each Mentor/Mentee relationship and in the overall program. These status reports will provide the documentation needed and will also be instrumental in the further development of additional successful Mentor/Mentee relationships.

The status report is to be submitted three times a year at the end of each academic quarter:

Status Report	Submit by
FALL	1st week in January
WINTER	1st week in April
SPRING	1st week in July

It is very important that a status report be submitted by the Mentor for each Mentee. Therefore, a Mentor with more than one Mentee will have to turn in the appropriate number of status reports.

The report form consists of an easy short answer and check-off format to increase the response rate. Additional comments are welcome.

The success of the program depends on participation and documentation of that participation. Your response will help to ensure the continued success of this program.

FALL WINTER SPRING (Circle) 19__

REFORMA/UCLA MENTOR PROGRAM
Quarterly Status Report

DATE:_____

Mentor: _____ Mentee: _____

1. About how many times did you see/speak with your mentee this quarter? _____
2. What was the most frequent method of communication between you and your mentee this quarter?
   (Circle one) Telephone Meetings Lunch Notes Other:_____
3. Mentor/Mentee activities in which you have participated this quarter: (Check as many as appropriate)

_____Professional Meetings	_____Introduce to other librarians
____Attend job-related meetings	_____Request help on my projects
_____Speak on the phone often	_____Help with class assignments
_____Meet for lunch	_____Attend workshops
_____Help seek employment	_____Other:_____
_____Attend Mentor Program Workshop	_____Other:_____

4 Suggestions or comments:_____

_____

_____

FALL WINTER SPRING (Circle) 19__

REFORMA/UCLA MENTOR PROGRAM
Quarterly Status Report

DATE:_____

Mentor: _____ Mentee: _____

1. About how many times did you see/speak with your mentee this quarter? _____
2. What was the most frequent method of communication between you and your mentee this quarter?
   (Circle one) Telephone Meetings Lunch Notes Other:_____
3. Mentor/Mentee activities in which you have participated this quarter: (Check as many as appropriate)

_____Professional Meetings	_____Introduce to other librarians
____Attend job-related meetings	_____Request help on my projects
_____Speak on the phone often	_____Help with class assignments
_____Meet for lunch	_____Attend workshops
_____Help seek employment	_____Other:_____
_____Attend Mentor Program Workshop	_____Other:_____

4 Suggestions or comments:_____

_____

_____

FALL WINTER SPRING (Circle) 19__

REFORMA/UCLA MENTOR PROGRAM
Quarterly Status Report

DATE:_____

Mentor: _____ Mentee: _____

1. About how many times did you see/speak with your mentee this quarter? _____
2. What was the most frequent method of communication between you and your mentee this quarter?
   (Circle one) Telephone Meetings Lunch Notes Other:_____
3. Mentor/Mentee activities in which you have participated this quarter: (Check as many as appropriate)

_____Professional Meetings	_____Introduce to other librarians
____Attend job-related meetings	_____Request help on my projects
_____Speak on the phone often	_____Help with class assignments
_____Meet for lunch	_____Attend workshops
_____Help seek employment	_____Other:_____
_____Attend Mentor Program Workshop	_____Other:_____

4 Suggestions or comments:_____

_____

_____

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REFORMA/UCLA MENTOR PROGRAM
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405 Hilgard Avenue
Los Angeles, CA 90024

ATTN: Asst. Grad Advisor

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Los Angeles, CA 90024

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18111 Nordhoff Street
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Terry Jacobsen
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Albert J. Milo (Executive Board Chair)
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Fullerton, CA 92632
(714) 738-6332 work

***

Anita Peterson, City Librarian
Brawley Public Library
400 Main Street
Brawley, CA 92227
(619) 344-1891 work

***

Ron Rodriguez
CSU, Fullerton
7902 Appledale Avenue
Whittier, CA 90606
(714) 773-2537 work

***

Marta Luisa Sclar
1201 Calle Christopher
Encinitas, CA 92024
(619) 944-3463

***

Sandra Tauler
101 Vernardo Rd. Sp. #61
P.O. Box 3553
Calexico, CA 92231
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APPENDIX A

UCLA/REFORMA MENTOR PROGRAM
UNIVERSITY OF CALIFORNIA, LOS ANGELES

Date:_____

For study beginning:_____

Name:_____

MailingAddress:_____Phone:(___)_____

WorkAddress:_____Phone:(___)_____

Immediate degree objective:_____Major:_____

College or Univ. of undergraduate degree:_____

Location:_____Date:_____

Current Status:_____
(Jr., Sr., etc.)

How did you hear about the REFORMA/UCLA Mentor program? (Circle one)

Newspaper Magazine Friend Librarian Reforma member GSLIS Other_____

- -

UCLA/REFORMA MENTOR PROGRAM
UNIVERSITY OF CALIFORNIA, LOS ANGELES

Date:_____

For study beginning:_____

Name:_____

MailingAddress:_____Phone:(___)_____

WorkAddress:_____Phone:(___)_____

Immediate degree objective:_____Major:_____

College or Univ. of undergraduate degree:_____

Location:_____Date:_____

Current Status:_____
(Jr., Sr., etc.)

How did you hear about the REFORMA/UCLA Mentor program? (Circle one)

Newspaper Magazine Friend Librarian Reforma member GSLIS Other_____

For Office Use Only

PACKET: _____Appl. _____Announce. _____Brochure _____Questionnaire _____

ADM: _____GRE _____Lang _____GPA _____Stats _____Programming _____

Mentor:_____

Date of Match:_____

Quarterly Status Reports:

19__ FALL	19__ FALL	19__ FALL
WINTER	WINTER	WINTER
SPRING	SPRING	SPRING

Date Graduated:_____

1st Place of Employment:_____

- - - -

REFORMA/UCLA PROGRAM QUESTIONNAIRE

MENTEES

NAME_____
first middle last

HOME ADDRESS_____
number street

_____(__)_____
city state zip code phone

PRESENTLY WORKING IN A LIBRARY_____Position_____

HAVE WORKED IN A LIBRARY_____Position_____

NEVER WORKED IN A LIBRARY_____

WORK SCHEDULE:
Mon: from____to____ Thurs: from____to____
Tues: from____to____ Fri: from____to____
Wed: from____to____ Sat: from____to____

MENTOR MAY CALL:
HOME_____from_____to_____
WORK_____from_____to_____

WOULD PREFER A MENTOR: male____female____no preference____
WOULD PREFER A MENTOR LIVING NEAR: home_____work_____school_____

EDUCATION:
HIGH SCHOOL_____YEAR GRADUATION_____ MAJOR_____

COLLEGE_____ YEAR GRADUATION_____ MAJOR_____

UNIVERSITY_____ YEAR GRADUATION_____ MAJOR_____

YEARS COMPLETED IF NOT GRADUATED _____

SPECIAL INTERESTS_____

LANGUAGES: Speak_____

Read_____

Understand_____

ARE YOU FAMILIAR WITH:
THE UCLA CAMPUS?_____
THE GRADUATE SCHOOL OF LIBRARY AND INFORMATION SCIENCE?_____

REFERRED BY:_____

Please send questionnaire to:

Graduate School of Library and Information Science
120 Powel Library, UCLA, 405 Hilgard Avenue
Los Angeles, CA 90024

ATTN: Teresa Jacobsen

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rev 1/89

REFORMA/UCLA MENTOR PROGRAM QUESTIONNAIRE

MENTORS

NAME_____
first middle last

HOME ADDRESS_____
number street

_____(__)_____
city state zip code phone

PLACE OF EMPLOYMENT/INSTITUTION_____

POSITION_____

ADDRESS_____
number street

_____(__)_____
city state zip code phone

WORK SCHEDULE:
Mon: from____to____ Thurs: from____to____
Tues: from____to____ Fri: from____to____
Wed: from____to____ Sat: from____to____
Sun: from____to____

SPECIAL INTERESTS_____

LANGUAGES: Speak_____

Read_____

Understand_____

WOULD LIKE A MENTEE:
male_____
female_____
no preference_____

WOULD LIKE:
one mentee_____
two mentees_____
more_____

WOULD PREFER MENTEE LIVING NEAR: home_____work_____

MENTEE MAY CALL:
home_____from_____to_____
work_____from_____to_____
other_____from_____to_____

ARE YOU FAMILIAR WITH THE UCLA CAMPUS?_____
ARE YOU FAMILIAR WITH GSLIS CURRICULUM?_____

Please send questionnaire to:
Graduate School of Library and Information Science
120 Powell Library, UCLA, 405 Hilgard Avenue
Los Angeles, CA 90024
ATTN: Teresa Jacobsen

rev 1/89

REFORMA/UCLA MENTOR PROGRAM

MENTEE QUESTIONNAIRE

We would like to know how your feel about the REFORMA/UCLA Mentor Program. You can help us:

NAME (optional):_____

NAME OF MENTOR (optional):_____

1. Have you attended the Program's workshops?
   Mar. 1, 1987 ___yes ___no
   Apr. 4, 1987 ___yes ___no
   June 20,1987 ___yes ___no
2. Did you find them useful: ___yes ___no
3. Did your mentor contact you about these workshops? ___yes ___no
4. What topics would you like to see covered in the workshops?_____

   _____

   _____

   _____
5. Is the location of the workshops (UCLA) convenient for you? _____yes_____no
6. What location would be most convenient for you?_____

   _____

   _____
7. Were the days and times of the workshops convenient for your?_____
   (Use a yes/no response for this question)
8. What is the most convenient time and/or day for you?

	daytime	evening
___ Mon.	_____	_____
___ Tues.	_____	_____
___ Wed.	_____	_____
___ Thurs.	_____	_____
___ Fri.	_____	_____
___ Sat.	_____	_____

9. How often do you meet with or speak to your mentor?
   _____frequently _____occasionally _____infrequently _____never
10. Is it often enough? _____yes _____no
11. How can your mentor be most helpful to you? _____

    _____

    _____

12. Would you find any of the following helpful? (Check as many as you like)

____a. tours of different types of libraries (public, academic, or special).

____b. a day on the job with your mentor

____c. attending progessional meeting with your mentor (American Library Assn., California Library Assn., REFORMA, etc.)

____d. meeting the Library School faculty and staff

____e. informal socal gatherings

____f. other: (specify)_____

_____

_____

Please return by September 1st to:

Ron Rodriguez
c/o Los Angeles County Public Library
7400 e. Imperial Hwy.
Downey, CA 90240

THANK YOU FOR YOUR IDEAS!

APPENDIX B

REFORMA

National Association to Promote Library Services to the Spanish Speaking

REFORMA MENTOR PROGRAM

AT UCLA

The number of Latinos entering the library profession dropped significantly in the past decade. This is due in part to limited government grants, the attractiveness of other professions along with the negative stereotypes that continue to plague librarians. A recent ALA Office of Library Personnel Resources study of sixty-nine ALA accredited library schools' minority recruitment methods determined that the most successful tactics were those that involved personal contacts and referrals with follow-ups and word of mouth publicity by alumni, librarians, teachers and university minority liaisons.

Taking this information into consideration, the REFORMA Education Subcommittee on Library Education submitted a proposal to Dean Hayes of the University of California, Los Angeles, Graduate School of Library and Information Science on November 10, 1985, suggesting that a pilot REFORMA mentor program be established in conjunction with the school in the greater Los Angeles area. The Dean and his staff were favorably impressed with the idea and want to pursue it.

Basically, the proposal calls for REFORMA members to serve as mentors to bilingual/bicultural library support staff who have an interest in attending library school. The target group was limited to current library support staff because the committee felt that those individuals who had an exposure to and an appreciation of library work would be the most likely candidates to attend library school. Furthermore, the committee felt that this approach will be particularly effective given that other Latinos will serve as role models and provide a support system.

The UCLA GSLIS hosted an initial training session for mentors on March 1 and plans future sessions on a quarterly basis. REFORMA is extremely proud of this project and is confident that its success will serve to provide more Latinos in the profession. Many details of the program are being worked out. It is believed that while the idea of mentoring is not new, REFORMA would become the first minority library organization to establish this type of relationship with an accredited library school. For more information contact:

Susan Luévano, Rancho Santiago College Library
17th St. at Bristol, Santa Ana, CA 92706

An Affiliate of the American Library Association

UNIVERSITY OF CALIFORNIA, LOS ANGELES UCLA

BERKELEY · DAVIS · IRVINE · LOS ANGELES · RIVERSIDE · SAN DIEGO · SAN FRANCISCO SANTA BARBARA · SANTA CRUZ

GRADUATE SCHOOL OF LIBRARY AND
INFORMATION SCIENCE
LOS ANGELES, CALIFORNIA 90024

FOR IMMEDIATE RELEASE

REFORMA/UCLA MENTOR PROGRAM

September 29, 1986 Contact: Teresa Jacobsen

The Graduate School of Library and Information Science at UCLA and REFORMA, the National Association to Promote Library Services to the Spanish Speaking, have united to sponsor the REFORMA/UCLA Mentor Program. It is designed to encourage applications by bilingual/bicultural individuals to the Graduate School of Library and Information Science. This program will provide individual guidance from a practicing librarian, enable mentees to learn more about the library profession, help with UCLA application procedures, and answer any questions about library service to the Latino community.

For more information, contact Susan Luevano at (714)667-3451, or Teresa Jacobsen at (213) 825-4351.

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GRADUATE SCHOOL OF LIBRARY AND
INFORMATION SCIENCE
LOS ANGELES, CALIFORNIA 90024

October 6, 1986

FOR IMMEDIATE RELEASE

REFORMA/UCLA Mentor Program Open House

The REFORMA/UCLA Mentor Program will be hosting an Open House at the Graduate School of Library and Information Science (GSLIS) on Saturday, November 1. This event is designed to introduce potential mentees to the UCLA GSLIS, and to provide pertinent information about graduate school applications. The UCLA Graduate Affirmative Affairs Office's counselor will speak, and REFORMA member librarians will present a panel discussion about their respective careers. Library school students plan to lead campus tours. A buffet luncheon will be served.

Those interested in knowing more about the Mentor Program and the Open House should contact either Teresa Jacobsen or Connie Nyhan at (213) 825-4351, or Susan Luevano at (714) 667-3451.

UCLA NEWS

LOS ANGELES, CALIFORNIA 90024

Natalie Hall
(213) 206-1459

For Immediate Use

REFORMA/UCLA MENTOR PROGRAM LAUNCHED
TO RECRUIT MORE LATINOS AS LIBRARIANS

More librarians are needed to serve Southern California's Latino population.

To meet this need, a mentor program has been established to encourage more bilingual/bicultural people to study at UCLA's Graduate School of Library and Information Science (GSLIS). Some 30 prospective mentees attended the initial meeting of the REFORMA/UCLA Mentor Program, held recently at the UCLA campus. Librarians and GSLIS representatives were present to discuss the new program.

Joining UCLA in launching the mentor program is REFORMA, the National Association to Promote Library Services to the Spanish Speaking.

Serving as mentors will be REFORMA members from the Los Angeles, Orange County and Santa Barbara-Ventura County chapters. Members are Latino (or bilingual/bicultural) practicing librarians who hold master of library science degrees, according to Susan Luévano, chairman of the REFORMA national education committee. Luévano, public services librarian at Rancho Santiago College, Santa Ana, wrote the original proposal for the mentor program last year while serving as REFORMA national president.

2-2-2-2 REFORMA/UCLA MENTOR PROGRAM LAUNCHED
TO RECRUIT MORE LATINOS AS LIBRARIANS

"Statistics show that traditional methods of recruiting minority students to library schools haven't worked," Luévano said. "Between 1979 and 1984, there was a significant decline in the number of minorities admitted to library schools nationwide. The REFORMA/UCLA Mentor Program is a proactive attempt to address this issue. The most successful recruitment programs involve members of minority groups serving as role models to prospective candidates."

The REFORMA/UCLA Mentor Program seeks applicants who are bilingual/bicultural in Spanish.

"The ideal applicant already has a bachelor's degree," Luévano said. "But we will also consider applicants who are still in college and those who work in library settings. Participants must already have a strong commitment to working with the Latino community."

Mentees selected for the program will be guided through the GSLIS application process, and, if admitted, through the school's two-year program.

REFORMA was founded in Dallas, Texas, in 1971, to promote quality library service for Latinos. The organization now has 500 members nationwide.

The initial meeting for prospective mentees was funded by the UCLA Graduate Division.

Those wishing further information about the REFORMA/UCLA Mentor Program may call Constance Nyhan, GSLIS graduate adviser, or Teresa Jacobsen, assistant graduate adviser, at (213) 825-4351. Susan Luévano may be reached at (714) 667-3451.

Natalie Hall
(213) 206-1459

For Immediate Use

PROGRAM TO RECRUIT LATINOS AS LIBRARIANS
CONTINUES TO GROW

The shortage of librarians to serve America's Latino population is "nothing less than appalling," in the words of Teresa Jacobsen, a graduate adviser with UCLA's Graduate School of Library and Information Science (GSLIS). But an innovative program to attract more Latinos to librarianship is tackling the shortage head on and starting to make a difference.

Now two years old, the REFORMA/UCLA Mentor Program reaches out to promising young Latinos, pairs them with successful Latino librarians and encourages them to prepare for professional library careers. REFORMA mentors serve as role models for their assigned "mentees." They demystify the library profession, answer questions about the field and generally guide their mentees through the application process at UCLA's library school.

Lillian Hernandez, who is finishing her first year at GSLIS, has found the Mentor Program helpful in planning her career. Her mentor is Eugene Estrada, a senior librarian at the L.A. Public Library. Estrada's post as head of the Municipal Reference Library made him a logical choice for Hernandez's mentor because Estrada's work involves serving the

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information needs of city government. Hernandez's previous position, on a U.S. congressman's staff, involved responding to public requests for information on government services.

"Gene has been very supportive," Hernandez said. "He has encouraged me a lot during those moments when I was feeling uncertain about my decision to become a librarian.

"Gene loves his work," she continued, "and he really communicates that enthusiasm to me when he's explaining things about the profession."

Hernandez said that Estrada has given her some direction and ideas when she had to select a topic for a class paper, for instance. And he even prepared a talk for one of her classes that related to his branch of librarianship.

Hernandez and Estrada have attended some Mentor Program workshops together -- a popular activity for most mentor/mentee pairs. And Hernandez found the workshops "good for networking."

"Attending the program's workshops has helped to reinforce me," Hernandez said. "It's good to mingle with people who love their profession. It's nice to step back and observe people who are really doing something with librarianship.

"In general, I've found the Mentor Program very beneficial."

Ron Rodriguez, chair of the REFORMA/UCLA Mentor Program board, believes that the value of the program is that it brings library experience to those young people interested in the library profession.

3-3-3-3 PROGRAM TO RECRUIT MORE LATINOS AS LIBRARIANS CONTINUES TO GROW

"Mentors and mentees get together and talk about things students need to know, such as the daily experiences of the librarian and what library education is all about," said Rodriguez, a bibliographic access librarian with the L.A. County Public Library.

The number of mentor/mentee pairs, such as Estrada and Hernandez, has continued to grow steadily since the program's inception, and four new mentees were recruited at the program's most recent workshop.

"Our REFORMA/Mentor Program is definitely a success," graduate adviser Jacobsen said, "and we're finally starting to reach the people that the program is supposed to reach. We now have name recognition in the library community. And even though our numbers are still modest, we've built a strong foundation. We're still in the building block stage, but I have great hopes for the program. It really works.

"There are about 10 to 12 active mentor/mentee pairs at any given time," Jacobsen observed. "These pairs vary in strength and longevity. Some pairs click, some don't. Some last just until the mentee enrolls at GSLIS, but the relationship can continue to be of value when the mentee starts school and later when he or she graduates and launches a career."

Involved with recruitment and retention at GSLIS, Jacobsen has been the School's official Mentor Program liaison from the start. Jacobsen explained that the program was launched after members of REFORMA, the National Association to Promote Library

Services to the Spanish Speaking, approached GSLIS with the idea for the program.

"Successful minority recruitment depends on one-on-one contact," Jacobsen asserted. "Statistics show that traditional methods of recruiting minority students to library schools haven't worked. So GSLIS agreed to support the Mentor Program wholeheartedly. The School wants to be known as truly sensitive to minorities. We're concerned about the shortage of minority librarians and would like to make current practitioners feel that they have some input on who the next generation of professionals is going to be."

Mentees are recruited primarily through flyers distributed to library employees throughout the Southland. Flyers are also passed out at professional meetings and conferences, and mailed to counselors and faculty advisers at Chicano Studies and Latin American Studies Departments at various universities.

"You almost have to have a shotgun approach to recruitment in the field of library and information science," Jacobsen said, "because there is no undergraduate major that specifically prepares a student for GSLIS admission. What we want are people who can write and think critically. We want people who are natural organizers, who are service oriented and who like to work with people."

Mentors for the program are all bilingual/bicultural members of REFORMA from the Los Angeles, Orange County and Santa Barbara-Ventura County chapters. They must be professional librarians with master of library science degrees.

5-5-5-5 **PROGRAM TO RECRUIT MORE LATINOS AS LIBRARIANS CONTINUES TO GROW**

The ideal prospective mentee is a bilingual/bicultural young Latino who holds a bachelor's degree but has not yet applied at GSLIS. Most important of all, Jacobsen said, the prospective mentee must have a personal commitment to serving the Latino population.

Once a student has earned the master of library science degree, landing a job is usually not difficult, Jacobsen said. The placement rate for all GSLIS graduates is 95 to 100 percent within six months of graduation, and minority graduates have an extra edge because many employers have affirmative action programs.

Why the need for more bilingual/bicultural librarians? Al Milo, a board member of both the Mentor Program and the national REFORMA organization, noted that "there are a lot of barriers to library use and one of them is language." Milo pointed out that more bilingual librarians are needed to improve the selection of Spanish books at libraries, to interact with Latino patrons and to promote the use of libraries among Latinos.

"Non-Spanish-speaking librarians often don't even buy Spanish books because they don't know what they're about," Milo said.

Terry Coates Simas, a librarian with the Santa Monica Public Library, pointed out that new immigrants are typically unaccustomed to the concept of free library services and are reluctant to use them.

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6-6-6-6 PROGRAM TO RECRUIT MORE LATINOS AS LIBRARIANS CONTINUES TO GROW

"It's not enough for a library just to be there," said Simas, an active Mentor Program participant. "We have to 'sell' the services of the library. We have to gain the trust and confidence of the public in order to keep people coming in.

"For patrons who don't know English, bilingual/bicultural librarians are needed to develop good collections of materials that these patrons can read," Simas asserted. "And specific programs need to be developed to attract Latinos. We need special programs for non-English-speaking children, for example, so that they will become lifelong library users.

"A great many more bilingual/bicultural librarians need to be recruited and trained in order to make library services more accessible to Latinos. This is what the REFORMA/Mentor Program strives to do."

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APPENDIX C

APPENDIX C

ARTICLES COVERING THE REFORMA/UCLA MENTOR PROGRAM

	DATE	SOURCE/TITLE
*		REFORMA/UCLA Mentor Program Brochure
*	12/04/86	L.A. Times, Westside Section/ "Library Services for Latinos"
*	Winter 1987	REFORMA Newsletter/"REFORMA/UCLA Mentor Program launched to recruit more Latino librarians"
*	08/21/88	La Opinion/"Quien quiere ser bibliotecario?"
*	8/22-9/25, 1988	UCLA Today/"Program aims to boost Hispanic Librarians"
*	09/01/88	Library Journal/"Mentor Program to recruit Hispanics to librarianship grows at UCLA"
*	October 1988	Wilson Library Journal, News Upfront Section/ No title (Picture with a couple of paragraphs underneath)
*	11/02/88	Chronicle of Higher Education/"Plan helps recruit minority librarians"
*	Oct/Nov 1988	Bulletin of the American Society for Information Science/"UCLA recruits Hispanics for librarianship"
*	Oct/Nov 1988	Hispanic Times/"Recruiting Latino librarians"
*	December 1988	Hispanic/"Looking for librarians"
*	February 1989	Hispanic Business/"New stars of the Information Age"